



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 2nd Feb 2012

1. ACADEMIC UNIT: English
2. COURSE PROPOSED: ENG 475 Popular Periodical Writing 3
(prefix) (number) (title) (semester hours)
3. CONTACT PERSON: Name: Dr. Sarah Duerden Phone: 480 727 6097
Mail Code: 0302 E-Mail: Sarah.Duerden@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.
5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Literacy and Critical Inquiry-L ☒
Mathematical Studies-MA ☐ CS ☐
Humanities, Fine Arts and Design-HU ☐
Social and Behavioral Sciences-SB ☐
Natural Sciences-SQ ☐ SG ☐

Awareness Areas

Global Awareness-G ☐
Historical Awareness-H ☐
Cultural Diversity in the United States-C ☐

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available
7. *In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.*

See attached

CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses: _____

Is this amultisection course?: ☒ No ☐ Yes; Is it governed by a common syllabus? _____

Dr Maureen Goggin
Chair/Director (Print or Type)

Chair/Director (Signature)

Date: 4-16-12

Description of How English 474 Review Writing and English 475 Popular Periodical Writing Meet L Credit Criteria

English 474: Course description: Advanced writing course exploring rhetorical approaches to writing reviews

Meets the criteria for Literacy Credit:

- **At least 50% of the grade should depend upon writing.** In this course, 85% of the grade is derived from polished writing; the remainder is invention work that takes the form of writing.
- **The composition tasks involve gathering interpretation, and evaluation of evidence.** In Review Writing, students must gather, interpret, and evaluate the reviews they read before they write their own reviews and they must gather, interpret, and evaluate a different set for their critical analysis of review writing in their specialty area.
- **The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to clear in-class essay exams:** Review Writing requires four major writing projects in addition to a written Critical Analysis in place of the final exam along with 6 analytical journal responses.
- **These substantial writing or speaking assignments should be arranged so that students will get timely feedback on each assignment in time to help them do better on subsequent assignments.** In this course, students submit 3 major invention activities that are returned on the following class period with written feedback. Each major writing project is submitted for two peer reviews. The final draft is returned with written feedback no later than 10 days after the submission date, usually two-three weeks before the next polished draft of the subsequent assignment is due.

English 475: Course description: Advanced writing course analyzing and imitating genres in popular periodical writing.

Meets the criteria for Literacy Credit:

- **At least 50% of the grade should depend upon writing.** In this course, 85% of the grade is derived from polished writing; the remainder is invention work that takes the form of writing.
- **The composition tasks involve gathering interpretation, and evaluation of evidence.** In Popular Periodical Writing students must gather, interpret, and evaluate the articles they read before they write their own articles.
- **The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to clear in-class essay exams:** Popular Periodical Writing requires four major writing projects (two service type articles and a profile based on an interview and longer issue based article) in addition to a written Reflection in place of a final exam along with 6 analytical journal responses.

- **These substantial writing or speaking assignments should be arranged so that students will get timely feedback on each assignment in time to help them do better on subsequent assignments.** In this course, students submit 3 major invention activities that are returned on the following class period with written feedback. Each major writing project is submitted for two peer reviews. The final draft is returned with written feedback no later than 10 days after the submission date, usually two-three weeks before the next polished draft of the subsequent assignment is due.

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	See Syllabus page 2 and 3
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1". </div> C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	See syllabus page 2 and 3
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2". </div> C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	See syllabus page 2 and 3
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3". </div> C-3			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	See syllabus page 8
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4". </div>			
C-4			

Course Prefix	Number	Title	Designation
ENG	475	Popular Periodical Writing	1

Explain in detail which student activities correspond to the specific designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Criterion 1: 50% of grade depends on writing	Over 85% of course grade comes from polished writing (4 writing projects, one set of reading responses) in addition to a final and invention work for the remainder of the grade	See pages 2-3 "course requirements" that lists the four projects and provides details of the assignments.
Criterion 2: Composition tasks involve the gathering, interpretation, and evaluation of evidence	Each of the four Writing Projects must use at least 3 written outside sources. In addition, the reading responses are evaluation papers in themselves	See pages 2-4 for details of the four assignments and the research requirements. Students must evaluate the evidence in order to deploy that evidence in their projects. In addition, the six reading responses are mini evaluation papers of articles they find.
Criterion 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	There are four major articles and a final. The articles vary from 4 pages to 8 pages. In addition, 6 reading responses are required.	See syllabus pages 2-4 for details about the assignments
Criterion 4: timely feedback	Multiple drafts and instructor and peer feedback	For each assignment, students submit two rough drafts and 3 heuristics. Instructor gives written feedback on this work along with extensive comments on polished drafts. All polished drafts are returned within 10 days of submission which is always at least three weeks before the next polished draft is due. See syllabus pages 8-9 to see this at work

Dr Sarah Duerden
Fall 11 Eng 475 Popular Periodical Writing
Line # 81124 MWF 11:50-12:40

Office: LL 210 A **Phone:** 727 6097 **Email:** Sarah.Duerden@asu.edu
Office Hrs: Mon 1:30-4:00; Wed 1:30-3:00 and by appointment
All materials for this course are on Blackboard

Course Description

This course is designed to introduce you to popular periodical (magazine) feature writing by building on what you have learned about rhetoric so far and applying that to magazine feature writing which depends on a firm foundation of rhetorical concerns including purpose, audience, situation, style, arrangement, delivery, and content as well as ethical, logical, and emotional appeals. Feature articles are articles that go beyond a single time-oriented event that may have storytelling elements such as action, drama and movement, that may involve multiple sources and viewpoints, and that involve the writer's own presence in the telling.

Feature writing may include profiles and narratives, how-to and service articles, informative and trend articles. The information they contain can be anecdotal and the style in which they are written is sometimes so lively that it becomes as important as their content. Such stories often have a strong point of view in that the writer does not strive for "objectivity" – or its appearance – but makes clear directly or indirectly that he or she is giving his or her very personal opinion of the facts or events described.

The course is not about writing poetry, children's stories, fiction, recipes, diaries or speculative fiction. All these things appear in some magazines, all are important to some readers, and all, from time to time, may be produced by magazine writers for their own pleasure or profit. Instead, this course centers on basic magazine feature writing, with an emphasis on writing about people and their impact on other people. It is a course in imitation. We will read articles and analyze and imitate them.

Course Goals & Objectives

The course will focus on preparation and production of **feature writing** for popular periodicals (magazines). Specifically, course objectives are as follows:

- to improve non-fiction prose writing
- to develop awareness of audience, especially "lay" audiences
- to develop appropriate topics for such audiences
- to move away from academic writing & those stylistic choices
- to move toward interesting & elegant prose suitable for non-academic venues
- to practice the processes most effective for writing this type of discourse
- to identify a topic field/fields based on your knowledge, ability, and interest

One of the most difficult tasks for you will be to work on making your work interesting, a quality usually not emphasized as much in "traditional" writing courses. It won't be enough to create a logical argument. This course makes the following assumptions:

- You know how to create logical argument and can set up claims with proof
- You have experience researching topics (online, interviews, AND using library databases)
- You can apply MLA or APA format (documenting, quoting, bibliography)
- You are comfortable with a pedagogically sound class that does not depend on lecture.

Required Texts

- 📖 Garrison, Bruce. *Professional Feature Writing* 5th ed. Routledge: New York, 2010
- 📖 Additional Readings available on Blackboard
- 📖 MLA handbook (see OWL at Purdue).
- You should also familiarize yourself with the following:
- 📖 The ASU Writing Programs Policies. Located at:
<http://english.clas.asu.edu/wp-students>
- 📖 Student Codes of Conduct. Located at
<http://students.asu.edu/srr/code>

Course Requirements: Assignments

C1, C2, C3

Polished Articles

Service	15
Trend	15
Profile	20
Narrative: Human Interest/Personal Experience/	20
Letter (Final)	5

Process Work

• Reading Responses (6 total)	10
• Heuristics & Reflections	10
• Interview Questions & Selected Answers	5

Process Work (25%)

Professional writers keep a writer's journal in which they collect ideas for stories, articles that are interesting, drafts of articles and so on. To help you develop good habits as a writer, and to reward you as a writer, you will see that one quarter of your grade comes from the process work that you do for me. First, good writers are people who think about what they are writing and who invest time in the invention work. I want to reward you for your process work for each assignment. Therefore, for each assignment you will complete invention activities called "heuristics" designed to help you write your articles. In addition to the heuristics, you will write reflections on writing each article which we will do in class on the day the polished draft is due. Finally, you will complete 6 Reading Responses. These will comprise one-two pages. You will open by identifying the author, title, and publication. Then you will briefly summarize the article. The bulk of your response will be devoted to your analysis of the article. Comment on the article. Consider purpose, audience, venue (publication) and style. Pay attention to rhetorical features such as the use of ethos, pathos, logos and kairos. Consider the focus and angle of the article. Look specifically at the language, length of sentences, rhythm and so on. Your process work should be typed and will be collected and graded for completeness on a 4.0 scale.

Comment [WU1]: Criterion 1:
85% of the course grade comes from writing

Comment [WU2]: Criterion 2: These responses involve their ability to evaluate the writing of published writers by looking at evidence and how that has been used in the articles

Comment [WU3]: 15% of the grade comes from invention activities which still involve writing

Comment [WU4]:

Above tasks satisfy C2

The How-To/Tips (15%)

The How- To or Tips article is one of the most dominant in magazine feature writing. It gives instructions for how to do or be something or how to do it better and is based on solid outside research. 4-5 pages. In order to write this article, you will first need to develop your expertise and conduct extensive research. As you will see on the assignment sheet, you will need to write from the expert viewpoint and that can only be done by using expert sources you find via databases like academic search premier. Then you will need to distill that research before you can begin to write. The invention activities on the assignment sheet will lead you through a series of homeworks that will help you identify not only how to organize and support your article, but also how to become familiar with your target publication. So while the final paper may require only 5 pages, you will write at least as much in invention work.

Comment [WU5]: Criteria 4:2 Sequence of Assignments. See syllabus for due dates that are spaced apart to allow for feedback. Feedback is written on the draft.

The Trend Article (15%) see below for C2

Based on solid research, perhaps including surveys and questionnaires, this article focuses on a particular trend, a new trend, or a disturbing or alarming or unexpected trend. 4-5 pages. In order to write this article, you will first need to develop your expertise and conduct extensive research. As you will see on the assignment sheet, you will need to write from the expert viewpoint and that can only be done by using expert sources you find via databases like academic search premier and research centers like Pew in order to identify and find research on current trends. Then you will need to distill that research before you can begin to write. The invention activities on the assignment sheet will lead you through a series of homeworks that will help you identify not only how to organize and support your article, but also how to become familiar with your target publication. So while the final paper may require only 5 pages, you will write at least as much in invention work.

Comment [WU6]: Criterion 2: These two assignments involve finding sources using ASU databases and perhaps also interviewing to provide evidence for their articles. They must interpret the gather, interpret and evaluate the evidence

Profile (20%) 7-8 pages C2, C2, C3

For this assignment, you will write a profile of someone (who perhaps does an unusual job or someone who has had an interesting experience or has struggled against hardship or offers us insight into a particular community etc.) This assignment will require a personal interview and outside research to contextualize the person you are profiling. In order to write this profile, you will need first to conduct an extensive interview with that person and then write up the interview. Before the interview, you will need to conduct research and find outside sources that you can weave into the assignment sheet. For example, one student profiled a recovering drug addict. In order to complete her profile, she had to conduct research on drug addiction and rehabilitation programs and their success which she did using the library databases. She also contacted the Meth project here in Arizona to find more background. Only after she had done her research was she ready to construct questions and then set up her interview. Later she could then weave some of that information into her assignment sheets.

Comment [WU7]: Criterion 3: This is one of the longer articles—at least 6-8 pages

Comment [WU8]: Criterion 3: This assignment involves conducting an interview to gather evidence

Interview Questions & Selected Answers (5%)

To profile a person, you will need to interview someone in person, and as you will see, interviews require careful preparation. Therefore, your typed interview questions and selected answers will be graded for completeness and thoughtfulness so I can reward you for your preparation as well as the finished product (the profile). Make sure you think about this early in the semester and you schedule your interview as soon as possible

Narrative (20%) 7-8 pages C1, C2, C3

This feature may develop from your profile or from your own personal interests or experiences. It may take the form of a human interest article based on your profile or personal experience or it may explore some development in technology or science etc. that you can develop into a feature. It will use Narrative and characterization to bring the feature to life. 7-8 pages. As you will see from the assignment sheet, you will be required to use sources in this article and so you will need to conduct research using ASU library databases. As our model, we will look at articles we find in publications like The New Yorker. You will see that these articles involve using multiple sources and what is challenging is to transform what might be a regular research paper into something that is well researched but also readable for a general audience and stylistically pleasing. So in some ways this may be more challenging than writing your regular research paper.

Comment [WU9]: Criterion 3: This is one of the longer articles—at least 6-8 pages

Comment [WU10]: Criterion 2: This article also involves gathering, interpreting, and evaluating evidence.

Final (5%)

For the final for this course, you will choose one of your articles and write a query letter to a particular publication you think might publish your article.

Papers: All work for this class must be typed or computer printed and double-spaced. Do **not** put work in columns or other newspaper/magazine formats. Put your name, the course title, the date, and title of your work on the first page. On the following pages, include the page number and your name. Use one-inch margins and a readable 11 or 12-point font. For grading, submit in your paper in a manila folder with invention/heuristic work, copies of your research, drafts, peer reviews, and upload your paper to safe assignment. Homework does not need to be submitted in a folder, but please make sure that you put your name on each page and that you staple pages.

Keeping all work: Keep all your writing for this course including in-class and out-of-class working notes, drafts, revisions, final drafts, reflections on your writing, and workshop responses. When you revise a paper, save it under **a different file name** so that it's clear to you that this is the next revision. Keep several back-up versions of your work. It could be disastrous for you grade wise if you cannot produce evidence of your work at semester's end.

Grading System

During the semester plus minus grades will be assigned to papers; final course grades will also use the plus minus system

Individual Paper Grades

A = 4.0	A- = 3.67	B+ = 3.33	B = 3.0	B- = 2.67	C+ = 2.33
C = 2.0	C- = 1.67	D+ = 1.33	D = 1.0	D- = .7	E = .3

Final Course Grades

A = 4.0	A- = 3.7	B+ = 3.3	B = 3.0	B- = 2.7
C+ = 2.3	C = 2.0	D = 1.0	D- = .7	E = .3

Standard Writing Programs Policies

1. Policy on class attendance

Students are expected to attend all class sessions. Because Writing Programs courses incorporate frequent small- and large-group activities into lessons, students who are absent affect not only their own learning, but that of their fellow students. Therefore, only **two weeks' worth of absences (see below) will be allowed for the semester, regardless of reason, including documented illness or emergency.** Students who exceed two weeks' worth of classes will fail the course, unless they withdraw (see <http://students.asu.edu/withdrawal>).

For Fall and Spring semesters, classes that meet three days a week (MWF, for example), the maximum number of allowed absences is six (6). Be on time to class and remain for the whole class period: If you are more than five (5) minutes late to class, or if you leave class early, you may be counted absent for that class period.

- **Note:** Students who participate in **university-sanctioned activities** and/or who will be unable to meet the attendance requirements for a particular section should move to another section where their activity schedules will not interfere with their classroom obligations (students can freely switch sections during the first week of the semester). To accommodate students who participate in university-sanctioned activities, ASU Writing Programs offers sections of many courses online and at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think that this course may conflict with a university-

sanctioned activity in which you are involved—athletics or the debate team or another—please see me immediately.

2. Attendance: first week of classes

According to university policy, students who are registered but do not attend any of the first week of classes may be dropped.

3. If I am absent

If I need to cancel class for any reason, I will contact you via e-mail. If possible, I will also try to get someone to post a sign. However, if you come to class and I have not arrived by the time 15 minutes have elapsed (from when class is to start), please assume that class is cancelled, and check e-mail frequently afterwards for further instructions.

4. Grading

Grading is based on specific assignment criteria, and will follow English Department standards for content, organization, expression, and mechanics. To compute final course grades, the following values are assigned to the standard letter grades of A through E:

- A+ = 4.3 (only used internally at ASU)
- A = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- B- = 2.7
- C+ = 2.3
- C = 2.0
- D = 1.0
- E = 0.3
- No paper = 0.0

5. The public nature of class writing and discussions

Please consider every piece of writing you do for this class to be "public property." Remember that you will often be expected to share your writing with others, so avoid writing about things that you may not be prepared to subject to public scrutiny, or things you feel so strongly about that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the possible effect on others.

6. Late Writing Projects

Late projects earn an E grade. If you are sick on the day an assignment is due, you should upload your work **before** class to the SafeAssignment on Blackboard and then send me an email with your paper attached. **Make sure that your paper is saved in Word or RTF.** If you are too sick to do this, you will need official documentation (such as a complete doctor's note—a copy of your prescription is not enough) for me to accept your project. If this is an extended absence, you should email me as soon as possible to discuss your return and submission of work. In-class writing such as reflections may not be made up. That means if you miss class on the day an assignment is due, you will miss the in class reflection and earn a "0" for your reflection on your paper. I do not accept late reading responses and heuristics.

Note that to pass this class, you must submit all assignments including the final. If a project is late, you must still submit it even though it will earn an E grade.

7. All writing for this class must be written for this class

To pass this class all major writing assignments must be submitted, and note that all writing for this class must be written for this class. Reusing a paper from another class or elsewhere

constitutes academic dishonesty. If you wish to further pursue a research project begun in another class or develop ideas you have written about in another class, please discuss your plans with me first.

8. Academic Dishonesty

Students are expected to write and submit original work in Writing Programs classes, and to incorporate others' words, images, or ideas into their writing using correct attribution practices. Academic dishonesty in any form (see <http://provost.asu.edu/academicintegrity/policy/StudentObligations>) will not be tolerated, and students are expected to be familiar with all relevant university policies. The Academic Integrity Policy is located at <http://provost.asu.edu/academicintegrity>.

Additional Policies

Peer Review: This only works if you have a draft that someone else can review. I will assign peer review groups and you should bring a printed copy of your article with you. Make sure that you print your paper before you come to class. **Failing to come with a completed draft will result in your polished paper grade being reduced by ½ grade for each peer review you miss or are unprepared for.** Please note that missing peer review days could result in your failing the class if you exceed 6 absences.

Cell phones: These should be silent during class and left in your bag. Please note that my own cell phone has no lovely features, so don't tempt me with your own. Likewise, I don't have an IPOD so keep that in your bag and not on the desk in class.

Classroom Protocol: We will spend much of our class time in discussions and workshops. Regardless of the class format, you are expected to be prepared, to listen, to contribute, and to participate in an appropriate fashion. Be aware that our class will be composed of diverse members; it is your responsibility to use appropriate language in class and in writing and to respect the opinions and cultures of others, per university guidelines outlined in the Student Code of Conduct. Please also be aware that some course content may deal with sensitive issues

Lids Down: Lids of the lap tops should be closed during class discussions, lectures, and announcements or when otherwise directed. You should not surf the web or read and write email or peruse facebook etc. during class.

Preparation: You must come to each class prepared to write, to share your drafts with others, and to revise what you have already written. This means you must work steadily both in class and on your own. Further, you will find that sometimes you must work on more than one assignment at the same time. Therefore, you must try to develop good time management skills and avoid procrastination. You should plan to spend three hours outside of class for every hour in class. Writing classes frequently require more time from students than do other classes.

Keeping all work: Keep all your writing for this course including in-class and out-of-class working notes, drafts, revisions, final drafts, reflections on your writing, and workshop responses. When you revise a paper, save it under a different file name so it's clear to you that this is the next revision. Keep several back-up versions of your work. It could be disastrous for you grade wise if you cannot produce evidence of your work at semester's end

Getting Help: Since each writer's needs are unique, this course will provide lots of individual attention and feedback from me (in class and during office hours) as well as from other students in class. You should try and see me in my office at least **twice** during the semester to discuss your papers and your participation. If you cannot attend my scheduled office hours, see me about making an appointment. Please take this opportunity to let me get to know you and your

work. I also encourage you to seek reactions to your ideas and drafts from people outside this class.

Late Paper Policy

Late papers earn an E grade. If you are sick on the day an assignment is due, you should upload your work **before** class to the SafeAssignment on Blackboard and then send me an email with your paper attached. **Make sure that your paper is saved in Word or RTF.** If you are too sick to do this, you will need official documentation (such as a complete doctor's note—a copy of your prescription is not enough) for me to accept your paper. If this is an extended absence, you should email me as soon as possible to discuss your return and submission of work. In-class writing such as reflections may not be made up. That means if you miss class on the day an assignment is due, you will miss the in class reflection and earn a "0" for your reflection on your paper. Likewise, I do not accept late reading responses and heuristics. **Note that to pass this class, you must submit all assignments. If a paper is late, you must still submit it even though it will earn an E grade.**

Revision Policy

Since this class will involve multiple drafts and peer review, graded papers may not be revised for a higher grade.

Problem Solving


Since each writer's needs are unique, this course will provide lots of individual attention and feedback from me in class and during office hours. Please bring your drafts to me in office hours with specific questions you would like to address. I won't proofread and edit your draft, but I will discuss specific problems you want to solve so do come and see me. Likewise, do come and see me during office hours, email me, or make an appointment if you wish to discuss issues connected with this class and/or your performance. If anything arises about which you want an opinion other than mine, please contact the Director of the Writing Programs, LLB 314, 965 3168.


Remember: You are responsible for all University, Departmental, and Writing Programs policies, whether you have read them or not.

Dr. Sarah Duerden English 475 Popular Periodical Writing Line #81124 MWF 11:50-12:40 Daily Schedule


This syllabus is dynamic and subject to change. It is your responsibility to keep informed of any changes that are announced in class, even if you are absent.

Abbreviations for Texts

 Professional Feature Writing (PFW)

 Additional Text Readings on Blackboard in Folders under "Content" (BB)

Daily Schedule

 **Note:** The Class Discussion column tells you what we will do in class on that day. The Homework column tells what you must do for homework that night and so how to be prepared for the next class period in terms of reading and writing.

Week 1

Date	Class Discussion	Homework Tonight
Fri Aug 19	Introduction to Course	Buy text. Study the media kit for one magazine you can find online such as

		Slate , Salon , Utne Reader . To find media kit material, click on links for "About Us" and "Advertise" and be ready to discuss your findings in class
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Week 2

	Class Discussion	Homework Tonight
M Aug 22	Who Reads What: Audiences for periodicals	Buy one specialty (not creative writing nor Times or Newsweek) periodical that focuses on something that interests you/you would like to write for and skim through. Bring periodical to class
W Aug 24	Analyzing Magazines	Read chap 1& 2 PFW. Bring your periodical to class
F Aug 26	Feature articles	Read chaps 3 & 13 of PFW. Bring your periodical to class

Week 3

	Class Discussion	Homework Tonight
M Aug 29	Discuss Service Articles & Kairos	Read chap 12 in PFW. Read first 3 articles from first How to Folder. Write Reading Response on one of these.
W Aug 31	Due Reading Response 1 Discuss ethos & research	Read "Step by Step" in Additional Text Folder & first 3 articles from second How To Folder
F Sep 2	Discuss readings	Read PFW chap 4. Complete heuristic 1 Due Wed Sep 6

Week 4

	Class Discussion	Homework Tonight
M Sep 5	Labor Day: Class Excused	
W Sep 7	Due: Heuristic 1 Strong Angles & Focused Ideas. In class work on heuristic 2	Complete heuristic 2 & 3
F Sep 9	Due Heuristics 2 & 3 Discuss opening paragraphs	Complete first draft of assignment 1

Comment [WU11]: Criterion 4: Invention work is returned the next class period

Week 5 C4: Note multiple drafts for feedback and polished draft for each assignment due and written feedback given before next drafts are due

	Class Discussion	Homework Tonight
M Sep 12	Draft Due Peer Revise	Revise draft
W Sep 14	Due: Second Draft Peer Revise & Revision Strategies for your draft: action verbs & improving basics	Revise your "How To" assignment. Polished Draft due Friday 16 . Submit your work in a manila folder along with peer review sheet and upload a copy to safe assignment
F Sep 16	Due: Assignment One Write Reflection in class Discuss assignment two	Read chap 18 from FMW in Additional Textbook Readings & "Outsourced Grading" in Trend Folder on BB. Read chap 12 and chap 16 from PFW

Comment [WU12]: Criterion 4: Graded papers are returned no more than 10 days later to allow the student to use the feedback well before the next assignment is due.

Week 6

	Class Discussion	Homework Tonight
M Sep 19	Discuss readings	Read next four "trend" articles in "Trend" folder on Blackboard. Write Reading Response on one
W Sep 21	Due: Reading Response 2 Discuss readings	Read articles in Bogus Trend Folder
F Sep 23	Logos & why it matters for trend articles	Explore Pew Research Center and list some trends you find interesting. Complete heuristic 1

Week 7

	Class Discussion	Homework Tonight
M Sep 26	Due: Heuristic 1 Discuss writing for online publications, kairos, and your ideas for topics	
W Sep 28	Discuss ideas & preliminary online research in class	Complete Heuristic 2
F Sep 31	Due: Heuristic 2 Work on Heuristic 3	Complete heuristic 3. Read chap 8 and 7 from PFW; list three people you know that you could interview for your profile

Week 8

	Class Discussion	Homework Tonight
M Oct 3	Due: Heuristic 3 Discuss ideas for someone you might profile & profiles & human interest stories	Finish draft for peer review Wed Oct 5 th
W Oct 5	Draft Due Peer Revise	Contact person you hope to profile and set up interview. Revise draft and upload copy of assignment to safe assignment before you submit your final draft.
F Oct 7	Due: Second Draft Peer Revise	Polish draft due on Wed Oct 13; Read Profile Assignment Sheet 3. Read chap on Interviews on BB in Additional Textbook Folder & review PFW chap 4

Week 9

	Class Discussion	Homework Tonight
M Oct 11	Discuss Profile assignment & reading	Polish assignment two due Wed Oct 12. Upload copy to safe assignment.
W Oct 12	Due: Polished Draft of Assignment Two In class reflection	Schedule interview to be completed Oct 26;. Read Soup Nazi in BB Profile Folder
F Oct 14	Discuss reading & subject for your profile	Read Profile of a Dialogue Coach & Gentleman Graftor BB. Reading Response on one.

Week 10

	Class Discussion	Homework Tonight
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M Oct 17	Due : Reading Response 3 Discuss readings	Read Profile of Sheriff Joe
W Oct 19	Discuss reading	Read Profiles on Food Scavenger & Extreme Cuisine. Reading Response on one
F Oct 21	Due: Reading Response 4 Discuss readings	Read Maryann Pratt & Burger Queen. Reading Response on one

Week 11

	Class Discussion	Homework Tonight
M Oct 24	Reading Response 5 Due Discuss readings	Type up selected questions & answers from interview; Read Profiles Encouraged & Profile of Angelina Jolie
W Oct 26	Discuss reading	Read Student Sample of Profile
F Oct 28	Due : Interview Notes Discuss Arrangement for Profile	Complete heuristic 1

Week 12

	Class Discussion	Homework Tonight
M Oct 31	Due Heuristic 1 Work on heuristic 2	Complete heuristic 2. Read assignment 4
W Nov 2	Due: Heuristic 2 Discuss heuristic 2 & assignment 4	Write preliminary draft for peer review Monday Nov 7; Read News Feature vs Narrative & 6 Tips for Crafting Scenes in Narrative Folder & chap 17 PFW
F Nov 4	Discuss Reading	Complete draft of assignment 3

Week 13

	Class Discussion	Homework Tonight
M Nov 7	Draft Due Peer Revise	Revise draft and also read Extreme Makeover & in Narrative folder on Blackboard
W Nov 9	Due: Second Draft. Quick Peer Review Discuss reading	Read When I Stole a Handicapped Parking Space & How I Became a Reality Show Dupe in Personal Approaches Folder & PFW chap 14
F Nov 12	Veterans Day: Class Excused	Polish Profile Mon Nov 14. and upload copy of assignment to safe assignment before you submit your final draft.

Week 14

	Class Discussion	Homework Tonight
M Nov 14	Due Polished Draft of Assignment 3. In class reflection & discuss readings	Read Can a Daily Pill, How Do I Love Thee and The Last Baby Lift in Narrative Folder and Reading Response on one
W Nov 16	Due: Reading Response 6 Discuss readings	Read Faux Friendships, Lies I Told as a Psychic, & Hypochondria in Personal Approach to Issues
F Nov 18	Discuss readings & work on heuristic 1	Heuristic 1 for assignment 4

Week 15

	Class Discussion	Homework Tonight
M Nov 21	Due: Heuristic 1 Discuss ideas for narrative and begin preliminary research	Research for narrative (interviews, library research, observations)
W Nov 23	Research for narrative cont.	Complete heuristic 2
F Nov 25	Thanksgiving: Class Excused	

Week 16

	Class Discussion	Homework Tonight
M Nov 28	Due: Heuristic 2 Begin draft	
W Nov 30	Due: First Draft Peer Revise	Read chap 18 & 19 in PFW and upload copy of assignment to safe assignment before you submit your final draft.
F Dec 2	Due: Second Draft Discuss Query Letters	Revise draft for submission on Monday.

Week 17

	Class Discussion	Homework Tonight
M Dec 5	Polished Draft Due Reflection in class	
T Dec 6	Complete Withdrawal	
W Dec 7	Reading Day	

Final: The Query Letter (Final) is due on Monday Dec 12th between 8:30 and 11:00 in my office LL 210A

Assignment One: The “Service” Article

First Draft Due: Mon Sep 12

Second Draft Due: Wed Sep 14

Polished Draft Due: Fri Sep 16

In this first article for the class, I would like you to write a “how-to” or “tips” service article. That is an article in which you give instructions for how to do something, or how to do it better; how to be something or how to be better. This may focus on a particular process to produce or build something or you may wish to explore the “self-help” type of article in which you give tips. How to find the perfect x, for example, or ten tips to healthy eating on the ASU campus. Regardless of your focus, remember that you are essentially writing a “how to” paper in which you suggest to the reader that you have done x and so can they or you tap on experts to convey the idea that this can be done. The most important aspect of these articles is that they be clear, concise, and concrete. If there are steps to be followed in a particular order, you must explain what must be done first, second and next. Use point by point if chronology doesn’t matter. Often these articles are “sidebar” articles that accompany a feature article. Therefore, you may find an interesting article that would benefit from a sidebar article focusing on “how to” or “Tips.”

Each main point or step carries the same weight and should be structured similarly. Topic sentences should have similar structure (regardless of whether they are the opening sentence paragraph or the second or third sentence. Overall you should employ clear language and short sentences and grafs. But avoid choppiness by employing transitional devices and varying the length of your sentences. If you are giving instructions, make sure that you parallel verbs.

Regardless of which type of service article you write, you must adopt the appropriate voice and tone so that you don’t sound like a teacher hectoring her students. You may also find that unlike other magazine articles, this article may switch voice from “I” or “We” to “You” when you want to address the reader directly.

Lead & Title: Leads (opening paragraphs) in self-helps and how-tos vary from an appropriate anecdote, addressing the reader through “you” or the implied “you,” a question for the reader, a startling or interesting fact, and so on. If you are writing a self-help article, you may spend 1-3 paragraphs on the problem or situation. I would write the title after you have written your first draft.

Sources: You do need some sources to make yourself sound credible. So you will want to conduct some research (library research using Academic Search Premier for example, or interview with an expert in the field or quotes from a **credible** website). So I expect to see at least five sources used in your article to make it sound credible, and unlike academic writing, you need to introduce that source early and make sure readers know why that source is an authority who should be trusted. In other words, tell me the credentials of person. What makes her or him an authority?

Body: Length should be between 4-5 double spaced typed pages. If you are writing a how-to make or build x article, you will organize chronologically in a series of steps. Make sure that you cover what materials are needed, where to purchase, time involved and precautions. Avoid using overly technical terms and try to use familiar images to describe the process in concrete terms. If you are writing a self-help, you need to group your main points and perhaps use headings.

Conclusion: These articles always end on a happy note of some kind, reinforcing the promise of the lead. You will reassure the readers and remind them how this will improve their quality of life in some way.

Heuristics for Assignment One

1. **Generating Ideas by listing.** Due Wed Sep 7

- Write down three processes related to being a college student that you have some experience with. For example think about how to choose classes/professors, how to get the most out of a session with an advisor or an office hour visit with a professor, how to find scholarships, how to choose or live with a roommate, how to survive your first survey class if you are a Literature major or how to get through those required math classes, how to find a good apartment and so on.
- Write down three life events you have been involved with in the last year that could have gone more smoothly had you known more or that did go well because you were prepared. Perhaps you moved, got married, bought a car, went on vacation, started a business, etc.
- Write down 3 processes you know something about or would like to know more about. Consider things connected to homes, hobbies, exercise, sport, entertainment, health.
- Scan the magazines for **one** story that would benefit from a sidebar “how-to” article (you can look online at magazines or news websites or NPR as well as print sources). Explain what the article is about and which process you might develop from this.
- List three things about yourself you would like to improve or you have improved. This could include relationships with friends, family members,

2. **Choosing and Researching** Due Fri Sep 9

Explain which idea and what type of article are you most eager to pursue and why? Then look for outside sources that will lend credibility to your article. Try to find at least 6 that could be useful and list them using current MLA format

(<http://owl.english.purdue.edu/owl/resource/747/01/>). After each source, explain how you can use it in your article. Next, find three sample how to articles from a publication that is suitable for your topic. For each article, write a one page analysis on the article pointing out what works well and why.

3. **Outlining Steps & Drafting the Lead** Due Fri Sep 9

Write out a list of steps or tips you need to develop in your article. Then write two possible opening paragraphs for your article. In one, address the reader, and in the other, use an anecdote (little story) to open. Which seems to be more appropriate and why? Your peers will review this in class.

Submitting the Polished Draft

- ✓ Your work should be typed, double-spaced with one inch margins and a readable font in 11 or 12 point. Your name should appear in the top right-hand corner along with the page number on each page. Do not staple pages.
- ✓ Submit an electronic copy to “safeassignment” on Blackboard and print a copy of the report it generates by clicking on “SA Report.”
- ✓ Submit your work in a manila folder 8^{1/2} X 11
- ✓ Include all peer reviews
- ✓ Include copies of print sources you used
- ✓ Include your reflection on your writing (which we will write in class on Fri Sep 16)

Assignment Two: The “Trend” Article

Draft Due: Wed Oct 5

Polished Draft Due: Wed Oct 12

In this second article for the class, I would like you to write a “Trend” article. As the name implies, this is an article in which you examine a new trend in society. A trend is a social or economic phenomenon with quantifiable dimensions such as growing, declining, increasing or decreasing. Some may be dangerous or controversial while others are positive or light hearted. A trend article logically, discusses a current or burgeoning trend that has the potential to affect either the public or a specified field. It's generally more informational and less opinionated than an Op-Ed piece. Remember, trends aren't just for fashion! Whenever a trend sweeps a certain profession, you'll suddenly see dozens of articles covering the topic. From the latest hairstyle to the latest tax shelter, people want to know all about these trends – what they are, how popular or widespread they are and with whom, their origins, their benefits, and their drawbacks.

Sometimes you may notice a trend yourself, but other times judicious searching in magazines, websites for news programs, and reading newspapers for results of surveys or studies may spark an idea for a trend article. For example, "Armadillos Now Deemed America's Favorite Pet," and "20-Somethings Finding Love Online" are survey articles that could become trend articles if you can prove this is a trend.

Trend articles can look at interesting, exciting, new trends. But equally they may examine negative, disturbing or dangerous trends—and there are many right now. They may affect society as a whole, or only a particular group in society. Trends can include financial and political trends, behavior and so on.

Lead & Title: Leads (opening paragraphs). These can begin with a descriptive paragraph about the trend, a quote from an authority, or may directly address the reader. However you begin, you want to draw the readers into your article: What is this trend? Why should they care? How does it relate to them?

Sources: You do need some sources to make yourself sound credible. So you will want to conduct some research (library research using Academic Search Premier and LexisNexis, websurfing of current news sites and news-related programs, quotes from an expert in the field, quotes from the trendsetters themselves). Make use of research centers that conduct surveys. See the external links page on Blackboard. The Pew Research Center is especially useful. Remember, you have to offer evidence that this trend truly exists. So I expect to see at least five sources used in your article to make it sound credible, and unlike academic writing, you need to introduce early in your article at least once source that establishes that the trend exists

Body: Length should be between 5-6 double spaced typed pages. You need to describe the trend in concrete terms and give examples and evidence to prove the trend really does exist. You need to show how widespread the trend is. Discuss its origins or what lead to this. Then consider benefits and negative aspects of this trend.

Conclusion: Here you can offer advice to the reader, speculate on the future of this trend or what might develop next or consider what new areas could be affected by this trend.

Heuristics for Assignment Two

1. **Generating Ideas** due Mon Sep 26. Complete a-f

- A. List three trends you are aware of (think of fashion, health, entertainment, reading, dating, relationships, classes, teachers, working, careers, ethics, behavior, technology etc.). These could be related to college life but need not be. Consider trends related to your degree program (i.e trends related to fiction if you are in literature, trends related to science, trends related to education).
- B. Consider domestic trends and list 3 trends you have seen emerge over the last year (consider trends related to homes, decorating, child-rearing, food, cooking, nutrition, health, recreation, vacations, entertainment, etc.)
- C. List 3 societal trends you find **disturbing** or **alarming** (consider trends related to technology, politics, **behavior**, economics, health, entertainment, recreation, food, shopping, etc)
- D. Go onto the websites for MSNBC, CNN, NPR, 60Minutes etc. and look for interesting stories that point to a trend. List 2.
- E. Go to the following magazine websites to see if you can find an existing Trend article . Write down the title, author, and magazine of one article you found interesting. Try the following sites for articles:

<http://www.slate.com>

<http://www.salon.com>

<http://www.utnereader.com>

- F. Go to the Pew Research Center <http://pewresearch.org/> List two surveys there that could lead to interesting Trend articles.

2. **Researching and Venue** due Fri Sep 31

Remember, you have to establish that this trend is occurring, so you need evidence to prove that. Evidence can come from articles, experts, your own observations, participants in the trend and so on. First conduct some library research using Academic Search Premier and LexisNexis. You might try using "Trend" or "New Trends" or "rising and trend" as part of your key words. You could also explore the Pew Research Center website and check out the other centers listed on the External Links page on Blackboard. Then write up a bibliography of **at least 5 sources** you can use in this article. Use MLA documentation to list the article and then follow that with a short description of the article and explain how you will be able to use it in your article. NB: You might also consider doing your own survey. Next, find your publication venue by using Academic Search Premier to find three articles from a publication that publishes trend articles. Write a one page analysis for each article.

3. **Listing Main Ideas and Drafting the Lead** due Mon Oct 3

Write a list of main points you need to address in your article. Then write two possible opening paragraphs for your article. Which seems to be more appropriate and why?

Submitting the Polished Draft

- ✓ Your work should be typed, double-spaced with one inch margins and a readable font in 11 or 12 point. Your name should appear in the top right-hand corner along with the page number on each page. Do not staple pages.
- ✓ Submit an electronic copy to "safeassignment" on Blackboard before the second peer review day
- ✓ Submit your work in a manila folder 8^{1/2} X 11
- ✓ Include all peer reviews
- ✓ Include your reflection on your writing (which we will write in class)

Assignment Three: The “Profile” Article

Typed Selected Questions & Answers due: Fri Oct 28

First Draft due: Mon Nov 7

Second Draft due: Wed Nov 9

Polished Draft due: Mon Nov 14

In your third article, you will write a profile of someone you have interviewed. Profiles are in-depth stories designed to capture the essence of that person. Profiles are part of the “human interest” writing. They are interesting to us because they take us behind the scenes. Sometimes profiles convey an interesting interpretation or perspective; sometimes they introduce us to the exotic—peculiar hobbies, unusual professions, and bizarre personalities. Sometimes the writer may attempt to probe the social, political, moral significance of our institutions by closely profiling someone who works in one. Profiles divert and entertain, offer us new information, and introduce us to real people we will never meet. The strongest profiles are not those of victims, saints or monsters, but people of mixed motives, human failings, and some resources.

The purpose of the profile essay is to present the subject vividly to your readers. Your role is to supply a well-defined, well thought-out perspective, and then to orchestrate your presentation of the details so that your essay conveys a particular attitude towards your subject, that is your interviewee and your interpretation of that person. The profile essay, therefore, is very much part expressive, part objective; it’s an interesting hybrid between the two. It’s expository in that you want to inform your readers about your subject—you want readers to learn something about your subject they might not have known otherwise—your unique observations and/or analysis. At the same time you are also conveying a kind of personal interpretation, a personal perspective, your own attitude towards this subject; so in that sense, it’s expressive. It shares many features with autobiographical and biographical writing—you can use narrative, anecdote, description, dialogue—yet it also differs significantly: autobiography is about remembered experience whereas profile is (usually) about newly acquired observation—acquired firsthand or through research. This kind of writing helps you practice the field research methods used across many disciplines: observing, interviewing, and note taking. The challenge once you’ve acquired your materials is to analyze and synthesize what you’ve gathered so that your article communicates a dominant impression.

Basic Features of the Profile

- An intriguing, well-focused subject: a person. Remember that even the mundane can look interesting if you look closely and have a unique perspective to offer. Whatever your subject, your goal is to bring out its uniqueness, show what’s amazing or fascinating about it to you.
- A vivid presentation: particularize instead of generalizing. Instead of writing about “teenagers” in general, a profiler will show us a vivid portrait of one in particular, and leave it to readers to draw their own generalizations, if they wish. So detailed concrete observations are essential. Likewise, concrete physical descriptions must be included.
- A dominant impression: convey your personal interpretation or impression of your subject, your own special insights. This interpretive element is what separates the profile as a “genre” from other forms of descriptive and narrative writing, like biography. Select your details and quotations carefully and arrange them in such a way that they convey your attitude.
- Use of anecdotes, quotations from the interview, and research to further highlight the person you are profiling.
- An engaging and informative plan: you are master of ceremonies; you control the flow of information—how much and in what order. What do you want your readers to fully understand?

Who to interview & profile

ASU: Think of folks connected to ASU you know who have some interesting experience or angle you could explore. These might be fellow students (perhaps who have an interesting life outside of college or who have struggled with some life event to attend ASU or who have an intriguing life

outside of being a student), a particular teacher who does something unusual in his or her spare time or who had an interesting experience in his or her youth, or coach, advisor, employee who is unusual in some way.

Work: Think of two people you work with or have worked with or know who are interesting in some way connected with work. Perhaps one is the owner of a small business. Perhaps another is a co-worker who has a fascinating private life. In other words, if I saw this person in your workplace, I would never guess that..... Perhaps this person is especially unconventional but pursues a conventional job. .

Younger People: Think of children or adolescents who have overcome some problem or difficult circumstance, achieved something notable, or are especially talented in some way.

Predicaments: Think of one person you could interview who has been in a common or unusual predicament that others would like to read about. It could be someone who illustrates a problem that has made the news lately.

Other Communities: Think about the various communities you belong to outside of ASU. These can be geographic communities, institutional communities, volunteer communities, church communities, recreational communities, professional communities and so on. You might interview someone who has made an important contribution to that community, someone who feels outside of that community, someone in a career you would like to pursue, someone with an intriguing hobby, and so on.

Length: 7-8 typed double spaced pages

Structure

- As with a feature, a soft news story, or an opinion piece, you should start a profile with a catchy lead. This might be a revealing anecdote about the person/organization, or a description of a vivid scene.
- **Grab the reader's attention so they've simply got to find out more about whoever this story is about.** Have fun with the lead. If you get stuck trying to write it, skip ahead and write the rest of the profile. Once your facts are all in order, you may find it easier to write your lead.
- **Trust your opinions; follow your gut.** The information you present should flow logically so that a reader can easily follow your descriptions. Make sure you use numerous quotes, but don't just string them together either. Paraphrase people when you can condense their words and still convey their meaning. The best quotes to use are ones that are especially colorful or "punchy." Make the profile seem simple. Remember to use a storyteller's voice – tell the story the way you would want it told to you, or the way you would tell it out loud.
- **Narrate so that your reader can see and hear plenty of the details: descriptions of clothing, tone of voice, physical surroundings, etc.** This information can give your reader a sense of who is being quoted, and where they are. If you make your reader feel like they have met the subject of your profile, you have succeeded.
- Lead or opening paragraphs are especially important in a profile because readers are unlikely to have any particular reason or need for reading that work. You must arouse curiosity, spark interest. The best beginnings are surprising and specific whereas the worst are abstract. Consider a vivid scene, an intriguing epigraph, an amazing fact, an anecdote that captures the essence of that person, a question or even dialogue.
- Endings could repeat an image or phrase from the beginning to frame the article. Likewise, you could close with a telling image, an anecdote, or more dialogue.

Sources

1. Your interview is your main source, and you may find that you need to find out answers to follow-up questions when you begin to write. So be willing to revisit your interviewee or email that person if you do have more questions.
2. But you may need outside sources. Perhaps you need statistics, similar stories, stories that show what normally happens, or information about this person's profession. You are the judge.

Better to have too many sources at first and then you can discard them. I expect to see at least 5 sources used in your final article.

Heuristics for Assignment Three

By now you have chosen who you want to interview and checked with that person that they are willing to be interviewed

1. Impressions and Interpretation due Oct 31

- What is the dominant impression your interviewee creates on first meeting? Consider visual aspects and other aspects. When you learn more about the person, is there a gap between appearance and what lies below the surface? How?
- Are there any discrepancies between what your interviewee said and his or her behavior?
- What is most memorable about your interviewee?
- What is the most surprising thing you learned about your interviewee?
- What did you find most difficult to understand about your interviewee?
- What can readers learn from your interviewee?

2. Organizational Plan due Wed Nov 2

Profiles are usually arranged either topically or chronologically. In other words, you can group ideas around topics or you can follow a sequence of events.

For example, If you were interviewing a restaurant owner, you might use a chronological organization following that person through a typical day or through a typical service. You could begin with when she or he arrives at the restaurant and that person does first ending with closing up the restaurant.

If you wanted to organize topically, you might discuss the challenges of running a restaurant, who is attracted to this profession, special training, the problems with running a restaurant such as managing staff, your interviewees background and training, his or her views of the industry, his or her relationships with patients, hardest part and best part of the job and so on.

Type up a chronological and topical organizational plan. On reflection, which do you think will work better and why?

Submitting the Polished Draft

- ✓ Your work should be typed, double-spaced with one inch margins and a readable font in 11 or 12 point. Your name should appear in the top right-hand corner along with the page number on each page. Do not staple pages.
- ✓ Make sure your work has a catchy title
- ✓ Submit an electronic copy to "safeassignment" on Blackboard and print a copy of the report it generates by clicking on "SA Report."
- ✓ Submit your work in a manila folder 8^{1/2} X 11
- ✓ Include all peer reviews
- ✓ Include copies of print sources you used
- ✓ Include a works cited page using MLA documentation
- ✓ Include your reflection on your writing (which we will write in class)

Assignment Four: The Magazine Feature Narrative

Draft due: Wed Nov 30

Second Draft due: Fri Dec 2

Polished Draft due: Mon 5th Dec

In this feature assignment, you will write a narrative, that is a non-fiction article in which you focus on a group of people or a person or a place **in order to highlight a topic or issue by using narrative features (including plot, character, setting, dialogue and so on)**. Narrative journalism is a genre of feature writing that combines rigorous reporting with fiction-writing techniques and eschews dramatic, news-making events to focus on everyday life and ordinary people. The genre is not new -- some scholars trace its beginnings to Daniel Defoe's *Journal of the Plague Year* -- and it flourished spectacularly in the '60s when the so-called new journalists Tom Wolfe, Gay Talese, Norman Mailer, Jimmy Breslin and Hunter S. Thompson deployed literary techniques to counter the staid reporting of the establishment press. It's an alternative to the traditional newspaper pyramid structure (in which, if you lopped off the bottom part of the story, the reader would still have all the key information). With narrative nonfiction you don't present the main point in the first paragraph—compelling narrative keeps the reader reading to find out what happens, and the journey to the epiphany is half the point. We don't use the term "Creative nonfiction" because the term is misleading in that it implies the facts can be made up. You stick to the truth--the storytelling is fact-based--but you adapt some of the features of fiction (creating a narrative persona, setting scenes, presenting interesting characters, creating the look and feel of a setting, telling a story) to the purposes of journalism. Basically, it's fact-based storytelling that makes people want to keep reading. Narrative articles are regularly published in *The New Yorker*, the *New York Times Magazine*, the *Atlantic Monthly* and in alternative newspapers like the *Village Voice*.

The article will make use of observation, experience, interviews, and secondary research. You may wish to use your own personal experience to explore a wider issue or that of someone else. Have you experienced something that would be of interest to others and which would allow you to explore an issue? Could you tell a story about the person you profiled in order to explore something important in our culture?

Thus, your subject may develop from assignment three, your profile of a personality, but you may, if you wish, do something different. Your narrative could easily develop from an individual profile to focus on a group of people and in so doing, explore a cultural phenomenon. Does the subject of your profile lend itself to a wider exploration of a group and a wider exploration of an issue? For example, if you profiled a current student, do you want to write an article about your generation of students? If your article profiled a Veteran, do you want to expand and look at some aspect of Veterans today? If so, you may wish to pursue that.

You may wish to focus on a particular place and write a narrative that uses the particular place to further explore a social, political, or cultural issue or topic. For this, consider local places you are familiar with. If you know the owners of a coffee bar, you could focus on that place as your starting point, perhaps using a narrative to explore a wider issue—the hospitality industry or the role of the barista. Look at "Why Should I Be Nice to You" on Blackboard for an example. Of course, such a starting place might

lead you to explore the issue of immigrant workers since they play a huge role in the hospitality industry. Alternatively, such a starting place might lead you to explore the issue of college students and part-time work, since so many college students work in such places. In turn, this could lead to an exploration of the issue of paying for college.

Alternatively, you may wish to take an issue you have explored in another class and rewrite that this time using narrative features to enhance the feature and make it more readable

Basic Features of the Magazine Narrative

- Purpose: to explore an issue
- Audience: targeted for a specific magazine and audience who will be interested
- Employs primary research: observation, interviews, and personal experience
- Employs secondary research: articles about the subject, the issue, the background that can include academic studies
- Unlike the traditional profile that is like a snap shot, this may employ a longer historical perspective
- Uses elements of story telling: climax, tension, description, dialogue, figurative language
- Uses style appropriately (consider subject, audience, and publication venue)
- Lead or opening paragraph must grab the reader
- Early on indicate the main idea of the story, perhaps through a "nut graph" or short paragraph that indicates the issue the story will address
- Conclusion: Always completely tell the story—have depth. Story should end with a strong quote that draws the story to a satisfying conclusion. Allow a primary source quotation to bring the feature to closure.
- Length: 7+ typed pages (that is 2000 words or more)

Secondary Sources

As you map out your ideas, you should make notes as to what areas or aspects need outside information. Think broadly. If you were doing an article about baristas in a local coffee shop, you might want to search for information about chain coffee bars like Starbucks and information about part-time workers. Not only would you want to use Academic Search Premier and LexisNexis, but you might want to visit the homepage of Starbucks to see what they say about themselves. I expect to see at least 6 sources used in this assignment.

Heuristics for Assignment Four

1. **Due Mon Nov 21: Generating topics.** As you generate ideas, consider what you like to read about and which magazines you read on a regular basis (both print and online). **So find a sample article from a magazine that you could emulate before you begin assignment 4.** These can be from online magazines, but you must print the article and include with heuristic 1. Then read this list and try and come up with at least **three ideas** you might pursue for your narrative article. Explain which idea seems most appealing to you.
- List two cultural, political, or social issues that are related to the person you interviewed for your profile. Which of these might be interesting to explore and

why? What audience (age group, locale, income) would find this subject interesting?

Or

- Describe choose a place related to the personality profile or a place with which you are intimately familiar and that you frequent on a regular basis (in real life or virtual life perhaps). What group of people is associated with that place and what issue might you explore? What is the story behind that place (its history perhaps) and what issue might you explore? What audience (age group, locale, income) would find this subject interesting?

Or

- Describe a concrete personal experience. In addition to your own experience, who else might you easily interview to add detail to your article given the time constraints you are under? What audience (age group, locale, income) would find this subject interesting?

Or

- Consider exploring your own story or that of someone you know who has been affected by the current economy in some concrete way. Losing homes, unemployment, moving back with parents are some obvious ways that affect large numbers of people.

Or

- Try one of these lines to help you come up with an idea: "A day at . . . ," in which you profile a place that captures something of the character and culture of the area. "Tagging along with . . . ," in which you profile a group whose personal worlds are rarely featured in the mainstream news.

Or

Find a research study from the academic world on a subject that interests you that you could rewrite for a non academic targeted audience and that you could easily flesh out with observations and interviews to make this a narrative story. This might develop from something in your classes such as a communications theory class or a science class. A number of studies have been done on gender difference and the brain, or on cell phone use and gender or email and gender for example. You might find a study on the Pew Research Center that you could use as a starting point for an article that tells a story. Choose this option if you already have the research study in your hands and you really understand the research and terminology explained **and you have access to people you can interview immediately**. What audience (age group, locale, income) would find this subject interesting?

Or

- Consider a scientific or technology development with which you are familiar that you could weave a narrative story around.

2. Due Fri Nov 28 Primary & Secondary Research

Part A: To complete your story, you must consider realistically what additional primary research you need to conduct (observation and interviews) and how and when you can do this. List what you need to do and when you can do this.

Part B: Now consider what secondary research (existing articles and even academic studies) you need and use the ASU databases to find relevant articles

The most useful I have found include:

Academic Search Premier

LexisNexis
Science Direct
Web of Science PsycInfo
Education Full Text
Social Sciences Full Text
CQ Library

Click on "Find Articles" on the library homepage and then use the pull down menu on "Broad Subject Areas" to find specialized databases in which you might search.

Also look at the page on blackboard I uploaded for primary research studies. Is there something there that might be useful? Create a bibliography of secondary sources that will be useful to your article. Combine Part A and B for heuristic 2. Find at least 10 possible sources.

Additional Heuristics (optional but strongly suggested)

Now that you have a subject, it's time to map out your article.

So answer the following questions:

- What is your topic and what angle do you want to take?
- What are the topics you want to address in your article? List as many as you can
- Who are some the voices you want to include in your article?
- What is the overall narrative you are going to tell? How/when will you begin? What is the climax you are leading to? Is there a false climax you want to include? Is there a complication (a point where things might have gone curly) you should include to increase suspense for example? What is the resolution your story will end with? Is there a follow up? Try to map out the narrative line you are going to use
- What are two possible ways you might open this narrative? Which is more likely to intrigue your audience and why?
- What lesson or truth will I take away from your story that I did not know before I began to read? What useful information will I learn that I might be able to apply to my life?
- Based on your answers, develop an outline and include what research or quotes you want to add in and where those should go.
- How have you tried to emulate the sample article you found?

Submitting the Polished Draft

- ✓ Your work should be typed, double-spaced with one inch margins and a readable font in 11 or 12 point. Your name should appear in the top right-hand corner along with the page number on each page. Do not staple pages.
- ✓ Make sure your work has a catchy title
- ✓ Submit an electronic copy to "safeassignment" on Blackboard
- ✓ Submit your work in a manila folder 8^{1/2} X 11
- ✓ Include all peer reviews
- ✓ Include a works cited page using MLA documentation
- ✓ Include your sample article you are emulating

