

JMC 46021 – Magazine Writing and Editing: *Print and Digital*
and

JMC 60021 – Advanced Magazine Writing: *Print and Digital*
Spring 2010

Professor Ann Schierhorn

11 a.m. to 1 p.m. Monday and Wednesday
Room 312 Franklin Hall

(Collaborative Hour will be 11 to 11:50 a.m. Wednesday during our class time.)

Office Hours: 2 to 4 p.m. Monday, 4 to 5 p.m. Tuesday, 2 to 4 p.m. Wednesday.
Office: 304E Franklin

Office phone: (330) 672-8284. JMC main office: (330) 672-2572.

E-mail: aschierh@kent.edu

Course description:

The purpose of this course is to refine your skills in writing third-person, nonfiction magazine stories gained in Feature Writing and to broaden your understanding of writing for a target audience in print, online or digital tablet format.

The course builds on what you learned in Copyediting to refine your skills in macro and micro editing for magazines on multiple platforms. This course is based on the writing process approach, which takes you step by step through the development of a story. In addition, the course emphasizes writing coaching so that you will increase your skills in giving effective criticism (which an editor must do) and in acting on criticism (which a writer must do).

Specific goals:

- To conceptualize complex, nondeadline stories for print and digital magazines.
- To report and write for the targeted audiences of national, regional and campus magazines by appropriately backgrounding stories and by using the tools of narration, description and exposition.
- To select and use the most applicable online tools for fact checking, such as the sites of the National Library of Medicine, the Department of Justice and the Bureau of Labor Statistics.
- To work in teams with designers to create multimedia projects for online and to learn how to collaborate effectively.

Required texts:

American Society of Magazine Editors, ed. *The Best American Magazine Writing 2009*, New York: Columbia University Press, 2010. ISBN 978-0-231-14796-5. This book has been ordered through the University Bookstore. Amazon.com and Borders usually carry it, too.

A packet of handouts to be provided.

Requirements:

1. An oral presentation and a blog entry of your interview with a professional writer about a magazine story you admire.
2. Editing assignments in lab or as homework. They will include macro and micro editing, conceptualizing for print, online and tablet, fact checking, title writing, and writing abstracts/subtitles for digital versions of stories.
3. Two major nonfiction magazine stories of 2,500 to 3,000 words. Each one will be carefully targeted for publication. And for each story, you'll write both a print and digital version. A rewrite is required for the print and digital version of each story.
4. An online story for Collaborative Hour and a rewrite.
5. Graduate students will have an additional assignment.

Target magazines and Web sites.

- You may write for an off-campus, *professional* publication and Web site. If you select this target for your first story, follow Option A deadlines. You'll find them at the end of the syllabus.
- Or you may also choose to write for The Burr as a *special-interest campus magazine* and its site, theburr.com. If you select this for your first story, follow Option B deadlines.
- Or you may propose a story for *an advocacy magazine on campus* and its Web site, such as Uhuru, Fusion or Artemis. However, keep in mind all stories are based on extensive reporting with observation and named primary sources. In your query letter, you'll need to show how the story fits the mission of the publication as well as the goals of this course for third-person, non-fiction magazine stories. If this is your choice for your first story, follow Option B deadlines.

What to hand in for grading:

Turn in all copy double-spaced. Print on only one side of the paper.

For each draft of your print story, you will hand in a query letter, a source list, a theme paragraph and an outline, which represent the first three steps in the writing process.

With each draft of your digital story, you will hand in a memo to the editor explaining how you envision this story could be conveyed online or on a tablet, a storyboard to illustrate that, a source list, title, subtitle/abstract, annotated links and pull-quotes.

You'll also turn in a coaching memo with your first drafts of each story. The memo outlines what you think works in the story, what you think needs more work and what you plan to do for the rewrite.

With the second draft of each story, turn in a revised query letter, your first draft, your memo that accompanied it and my grading checklist. Use the two-pocket folder to turn in your assignments.

To receive credit for your story, you must submit the rewrite for publication. If the editor is expecting the story, send it by e-mail and include aschierh@kent.edu in the bcc line.

If the editor is not expecting the story, send your revised query letter with links to several of your best clips and one jpeg if you have one available. Again, include my e-mail address in bcc.

Providing copies:

Turn in a copy of your first drafts for your writing colleagues in the location I will designate on the JMC server. Don't forget to include the query letter, online story and all its associated parts.

If this is handled responsibly, we will use the server as a means of communication and be able to save you the cost of making copies. If not, we will revert to your providing paper copies to your colleagues.

Getting help:

Conferences will be scheduled during the course of your preparation of these articles. If you're stuck at any time, don't hesitate to see me during office hours.

Grading:

This is what my grades mean:

A – A professional editor would be happy to use your work and could publish it in print or online with minimal editing.

B – Your work approaches professional standards. Your writing is usually clear and direct. You

gather and organize facts well. You have few spelling, AP style and grammar errors. You are using the techniques in the textbook and discussed in class to craft an effective story.

C – Your work is reasonably clear and direct. You have an acceptable command of spelling, style and grammar. You understand the concepts of gathering and organizing information for print and online and you execute them most of the time. However, your story or editing would require substantial work for publication.

D – Your writing and your editing do not meet minimum standards for this course.

(A one-source magazine story is an automatic D. Web sites do not count as sources. E-mail interviews may be used sparingly but only in addition to the minimum two named sources. E-mail interviews must be identified as such.) First person or anonymous sources must be approved in advance.

F – Failure. You haven't grasped the idea.

The grading scale is:

A: 92-100

A-: 90-91

B+: 88-89

B: 82-87

B-: 80-81

C+: 78-79

C: 72-77

C-: 70-71

D+: 68-69

D: 62-67

F: 61 and below

I reserve the right to add bonus points at the end of the semester for truly outstanding work.

In grading second drafts, I will look closely at how well you have addressed the points I raised in the original and what you proposed in the memo to improve the story. I will average the grades on the first draft and the rewrite to get the grade for each story.

Your final grade will be determined this way:

20 percent for Story 1 package

25 percent for Story 2 package

20 percent for editing exercises

15 percent for Collaborative Hour online story

10 percent for Collaborative Hour team grade

5 percent for the presentation of the interview with the professional writer and blog entry
5 percent for class participation, which includes on-time attendance for class and conferences as well as presentation and discussion of articles.

The print and digital versions of stories will be turned in together as a package. Although the print and digital versions will be on the same topic and body of reporting, they will be structured differently and the content will vary.

It is extremely important to your colleagues for you to be in class and be prepared on the days you coach or are coached. Failure to do so will result in a penalty of 5 percentage points deducted from the final grade in the course for each time you coach (twice) and each time you are coached (twice).

Deadlines:

All assignments are due at the beginning of class on the day designated unless you have a documented medical or personal emergency. Bring a note from the university health service or your physician.

If your stories or rewrites are late, you will forfeit one letter grade for each business day the assignment is late. Your final rewrite will be accepted no later than class time on Wednesday, May 5.

You are expected to turn in queries, source lists, theme grafs, outlines, letters, memos, abstracts, storyboards on time. Failure to do so will lower your story grade.

You must turn in both drafts of stories – both print and digital – to pass the course. (That’s a total of 10 drafts.)

Etc:

Your rewrite must be turned in before you can submit a story for this class for publication. It will pay off in better clips.

I am still trying to encourage your interest in risk taking. As before, I will give you one “risk free risk” in writing (not reporting). Try something you’re unsure about. Mark “risk” in the margin and underline what you think is a risk. Explain in the margin or in a memo why it’s a risk. You can gain up to half a letter grade for your risk. If, for some reason, the risk detracts from the story, I will not dock your grade.

If you would like to write a story for a publication for which you are interning or for a campus publication for which you are paid, see me right away to make special arrangements.

Student Accessibility Services:

University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

Plagiarism:

Plagiarism not only seriously violates journalistic ethics, but also is a violation of the University Conduct Code, state law and federal copyright law. It will not be tolerated in this class or in the School of Journalism and Mass Communication.

The Digest of University Rules and Regulations says:

"Cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied ... 'Plagiarize' means to take and present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words or works. As defined, plagiarize includes but is not limited to:

- (a) The copying of words, sentences and paragraphs directly from the work of another without proper credit;
- (b) The copying of illustrations, figures, photographs, drawings, models, or other visual and nonverbal materials, including recordings, of another without proper credit; and
- (c) The presentation of work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers."

In this class, "proper credit" means attribution.

Fabrication:

Fabrication means faking quotations and facts. Such work not only is reprehensible, but it also may be actionable in court.

Duplication:

Duplication means submitting the same work to more than one instructor without the prior knowledge and agreement of both.

The possible sanctions for these actions range from a simple warning to expulsion from the university. In this course, plagiarism or fabrication will result in an F for the course, and the facts will be presented to the director of the School of Journalism and Mass Communication for further possible action and possible referral to the Office of Judicial Affairs.

Food and drink:

The faculty of the School of Journalism and Mass Communication has passed a policy that prohibits food and drink in computer labs and around electronic equipment. Any student who violates this policy will be asked to leave the classroom. A student who violates this policy a second time will be given a written warning. A third offense will result in referral to the director of the School for further action.

Copyright:

Ownership of the copyright for work submitted for this course is shared jointly by the student author(s) and the School of Journalism and Mass Communication of Kent State University.

Often the professor will keep a copy of your work to show future students as an example or to publish or display as an example of student work.

When you turn in a story in this class you are agreeing to allow the use of the work as stated above and agreeing to the work being used without any compensation to you. However, if you sell your story to a professional magazine, you get the money.

Schedule of Readings and Class Topics

(Subject to change, according to the needs of the class. See separate deadline lists for writing assignment deadlines and Collaborative Hour. Readings are from *The Best American Magazine Writing 2009* with starting page listed for each story.

Jan. 20	Introduction and planning Evaluating online presentation Resume, clips	theburr.com BMW Intro, xi-xv
Jan 25-27	Choosing targets and ideas Story structures for digital and print Meet on queries, theme grafs (B)	BMW: p. 3 Discussion led by &
Feb. 1-3 (CH)	Meet on outline (B) Editing for web – abstracts, pull quotes Titles, subtitles, and subheads Present interviews with writers (A)	BMW: p. 55 Led by &
Feb. 8-10 (CH)	Meeting on queries (A) Feb. 8-10: Coaching Opt. B stories	BMW: p. 107 Led by Classmates' stories
Feb. 15-17 (CH)	Editing by online fact checking Meeting on theme grafs/outline (A)	BMW: p. 137 Led by &
Feb. 22-24 (CH)	Editing by online fact checking Present interviews with writers (B) Coaching Opt. A stories	BMW: p. 167 Led by & Classmates' stories
March 1-3 (CH)	Coaching Opt. A stories Editing by online fact checking CH story due by 5 p.m. Tues., March 2	BMW: p. 221 Led by Classmates' stories
March 8-10 (CH)	Meet on queries (A)	BMW: p. 269 Led by
March 15-17 (CH)	Micro editing for magazines Meet on queries (B) CH rewrite due 5p.m. Tues., March 16	BMW: p. 305 Led by &

March 22-24
- April 1 (CH)

Micro editing for magazines
Meet on theme graf (A&B)

BMW: p. 335
Led by

Spring Break

April 5-7 (CH)

Polishing stories
Meet on outline (A&B)

BMW: 301
Led by

April 12-14 (CH)

Polishing stories

TBA

April 19-21

Coaching stories (A&B)

Classmates' stories

April 26-28

Coaching stories/rewriting

Classmates' stories

May 3-5

Wrapping up

Option A for Magazine Writing and Editing

Spring 2010 — JMC 46021/60021

Deadlines for Magazine Writing and Editing students who are *not* writing their first stories for The Burr, as a co-curricular magazine, or for Uhuru, Fusion or Artemis, as extracurricular magazines.

Monday, Feb. 1: Begin presentations of interviews with professional writers. Blog due.

Monday, Feb. 8: Query, source list and art ideas due for first story. Attach submission requirements from magazine's web site to off-campus query. Also include a copy of the magazine.

Monday, Feb. 15: Theme graf and outlines due.

Monday, Feb. 22: Story 1 (print and online version) due with all additional materials called for in the syllabus.

Tuesday, March 2: Collaborative Hour story due by 5 p.m.

Monday, March 8: Query, source list and art ideas due for second story. Attach submission requirements to off-campus query. Also include a copy of the magazine.

Tuesday, March 16: Collaborative Hour rewrite due by 5 p.m.

Monday, March 22: Theme graf due

Wednesday, March 24: Story 1 rewrite due.

Spring Break

Monday, April 5: Outline due

Wednesday, April 14: Story 2 (print and online version) due with all additional materials called for in the syllabus.

Wednesday, May 5: Story 2 rewrite (print and online version) due with all additional materials called for in syllabus.

Sign here for Option A:

Option B for Magazine Writing and Editing

Spring 2010— JMC 46021/60021

Deadlines for Magazine Writing and Editing students who want to write their first story for The Burr, as a co-curricular magazine. Students who want to submit their first stories to Uhuru, Artemis or Fusion, as extracurricular magazines, also use this schedule.

Week of Jan. 20: Meet with Burr editor Sarah Steimer or appropriate editor at one of the other three magazines.

Monday, Jan. 25: Query, source list and photo/art ideas due.

Wednesday, Jan. 27: Theme graf due

Monday, Feb. 1: Outline due. Student arranges conference with Ann Schierhorn.

Wednesday, Feb. 3: Story 1 (print and online versions) due with all additional materials described in the syllabus.

Friday, Feb. 12: Rewrite of Story 1 (print and online versions) due with all additional materials described in the syllabus.

Wednesday, Feb. 24: Begin presentations of interviews with professional writers. Blog due.

Tuesday, March 2: Collaborative Hour story due by 5 p.m.

Monday, March 15: Query, source list and photo/art ideas due for Story 2. Attach photocopy of submission requirements to query if it is for an off-campus magazine. Also, include a copy of the magazine.

Tuesday, March 16: Collaborative Hour rewrite due by 5 p.m.

Wednesday, March 24: Theme graf due

Spring Break!

Monday, April 5: Outline due

Monday, April 19: Story 2 (print and online version) due with all materials called for in the syllabus.

Wednesday, May 5: Story 2 rewrite (print and online version) due with all materials.

Sign here for Option B:

Kent State University School of Journalism and Mass Communication
Professors Hyangsook Lee, Joe Murray and Ann Schierhorn

Schedule for Wednesday Collaborative Hour – Spring 2010
For students in Magazine Writing & Editing, Infographics and Design for Cybermedia

This semester, students will produce a Web site. Each group will be made up of one Web designer, one infographic artist and one writer. Groups may have additional members, depending on the makeup of the classes.

First week, Wednesday, Jan. 20: No Collaborative Hour

Second week: Wednesday, Jan. 27: No Collaborative Hour

Third week: Wednesday, Feb. 3: Introduction. Digital story telling. Team assignments.

Homework for Feb.10: Three ideas each. Type a three-paragraph memo to your team. Practice your elevator pitch.

Fourth week: Wednesday, Feb. 10: As a team, narrow 9+ ideas to 3+, one per team member. *Turn in your individual memo.*

Homework for Feb. 17: Research one idea and bring a one-page, typed memo on background, source list, multimedia opportunities, feasibility and audience to discuss with team. Do this even if the team consensus favors one idea from the Feb. 10 session. You'll need plans B, C and possibly D. The key to success often is having backup ideas.

Fifth week: Wednesday, Feb. 17: As a team, narrow the 3+ researched ideas to one for Plan A and then rank the backup ideas. Collaboratively, write a one-page team memo describing Plan A and the backup ideas. *Turn in both team memo and individual memo.*

Homework for Feb. 24: Reporting and conceptualizing. Appropriate team members will produce a theme paragraph, story outline, wire frame, resource map and sketch of the opening page.

Sixth week: Wednesday, Feb. 24: As a team, evaluate the elements listed as homework. *Turn in a copy of the five elements.*

Homework for March 3: Reporting, writing, designing and planning web presentation. This is a pivotal week. Create the first draft of the opening page design and first draft of information graphics. First edit of audio and video for site. Writer turns in first draft of story with sidebars and other required elements, such as pull quotes and links, by **5 p.m. Tuesday, March 2.** Read the story the night before you come to class. Look for it in your e-mail.

Seventh week: Wednesday, March 3: First draft of the opening page design and information graphics due today. First edit of audio and video for the site due today. As a team, evaluate these elements and the story, which you have already read.

Homework for March 10: Writers and information graphics students begin revisions. Cybermedia designers work on presentation. Edit video and audio for the site.

Eighth week: Wednesday, March 10: First draft of online presentation due. Evaluate in teams.

Homework for March 17: Continue to work on revisions. **Second draft of the story with all required elements due by 5 p.m. Tuesday, March 16.** Read it before Wednesday.

Ninth week: Wednesday, March 17: Revised information graphics and second draft of opening page due. Second edit of audio and video for site due.

Homework for March 24: Continue revisions of the site.

10th week: Wednesday, March 24: Working prototype of site due. Test run in class.

• *Spring Break* •

Homework for April 7: Cybermedia designers work on revisions with help from team members as needed.

11th week: Wednesday, April 7: Revised site due. Review in teams.

Homework for April 14: Make sure your presentation is ready to be shown to class. Prepare for brief comments from team members to class on the challenges you faced, solutions you found and what you've learned. Deliver as listed below in 1-3.

12th week: Wednesday, April 14: Class presentations. Teammate evaluations. Completed project is due today:

- 1) Send url to all faculty: hlee9@kent.edu, gmurray@kent.edu, aschierh@kent.edu
- 2) Place all elements in "Student Work" folder inside the Collaborative Hour folder on the JMC Users volume of the server.
- 3) Proof of submission: Bcc of e-mail to all three faculty, showing the project has been submitted to an organization for dissemination.

1/17/10

