

J650 Magazine Writing–Advanced Media Spring 2016

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Course goals

You will work for an online student-produced campus magazine, *Style on the Hill* (styleonthehill.com). You will write about music, the arts, relationships and entertainment for a student audience.

You will write for an assigned department in a magazine style. In the process, you will learn about how magazines and magazine writing differ from newspaper writing. You will learn how to write in your own voice and how to work with an editor.

The classroom portion of this course has these purposes:

- To teach you what a magazine is and how it differs from a news source.
- To teach you about different kinds of magazine articles and how to write them.
- To develop your ability to focus and write stories for a diverse audience.
- To develop your research and interviewing skills.
- To develop and strengthen your writing and editing skills.
- To develop your ability to conceive different, and appropriate, ways of telling stories.
- To critique and learn from work produced by you and your peers.

SOTH offers you the opportunity to build a portfolio of real work for an audience of college students aged 18–24. The site does have readers and followers, so know that your work will get read. Stats as of Jan. 19: Instagram, 1,133 followers; Twitter, 928 followers; Facebook, 2,190 likes

How the course works

The course will follow a workshop format. You will learn how to write for magazines by reading published articles in print and online and each other's articles. Much of the course will be conducted outside class in one-on-one conferences.

The course will be structured somewhat organically. You'll be writing for a real magazine, so we may need to make changes along the way to adapt to your and the magazine's needs. We will use class time mostly for discussion. Some weeks later in the semester I may cancel class to meet with you individually. In other words, to some extent we will figure this out as we go along. That may not be the level of class organization you're used to, but think of yourself as staff members and participants in this course, not just students.

Course requirements

	Percent
Writing assignments	
1. How It Feels article	50 points
2. 2 department stories	100 points each
3. A feature of about 1,500 words total including a sidebar	200 points
4. Weekly submissions for Heard On The Hill (12 at 10 points each)	120 points
5. 4. Story pitches (3)	50 points each
Critiques of articles (at least 2)	50 points each
Little Assignments	25 points each
Professionalism (Ability to meet deadlines, attendance)	50 points

Required texts

- *The Associated Press Stylebook*
- Readings as handed out in class
- A culture magazine of your choice (music, style, women's or men's).

Pitches

You will need to pitch every story you write in this class. A good pitch is a story plan, and it helps you (and me) to see if you have a story well suited to SOTH and its audience. I will give you a pitch format in class.

Heard on the Hill

Heard on the Hill is a collection of quotes people are overheard saying around campus and Lawrence. It is inspired by Overheard in New York (<http://www.overheardinnewyork.com/>). As you go about your day, you need to listen for the good quotes. This is supposed to be funny. You can quote students, teachers, bus drivers, anyone related to KU. You will submit two a week to the SOTH editor, Hannah Pierangelo [hannahpier11@gmail.com]. You need to copy me on your email to Hannah [holstead@ku.edu]. You also need to keep a log of all the ones you turn in in one document by date. At the end of the semester, I will grade you based on the number you turned in. You will turn them in for 12 weeks. You can miss one week without penalty.

Departments

You will write two stories of about 600 words. Each story must have at least four (three living breathing ones) sources, experts and anecdotal sources (people who have experienced what you are writing about.) You will meet with me on each department. Departments must be finished at conference. Then you will have one week to revise if necessary. You also will be required to have at least one photo with your story. You can take one yourself, but your photo has to be good quality—well composed and sharp. Or you may make arrangements with Hannah to work with a staff photographer. Stories will not run without photos. Stories turned in without a photo or confirmation that one will be taken will lose a half a letter grade.

Feature

You will write a magazine feature of about 1,500 words. This story must have at least **SIX LIVE** sources. This story will give you experience writing a longer story with deeper reporting, which is important at magazines and online. Deadlines for these stories will be paced throughout the semester. You will meet with me when your story is finished for edits. These stories may run in SOTH but you also may submit them to the *Kansan*. You will be writing them magazine style. I will meet with each of you to discuss your feature and then you will revise at least once. I will give you a revision deadline when we meet.

Readings summaries

When we talk about different types of magazine articles, I will give you articles to read and ask you to write one-page summaries to help prepare you for class discussion. If you do the work and turn in a critique on the day it is due, you will get 50 points. If you don't turn in a critique, you will get a 0. One or two 0s can drop your overall grade by half a letter. In other words, instead of an A, you might get an A-. These grades count in the Preparation and Participation part of your grade.

Grading

All of you come to this class with varying levels of knowledge and experience. Some of you already have worked for magazines; others have just had the intermediate reporting class. You don't have to know how to do everything at the start of the semester, but you do have to show early and consistent progress. When you make mistakes, learn from them. When you get edited heavily, learn from that. **Consistent improvement over time is the key to a good grade.**

DEADLINES/PENALTIES

Attendance

You must attend class each week. You will be allowed one unexcused absence from class. More than one unexcused absence will result in a C (75) in the Participation part of your grade.

Deadlines

You have to meet them. Work is due at the time of your conferences. If you are having trouble with a story or sources, TELL ME; I may adjust a deadline. "Trouble with sources" does not mean you waited until the week a story is due to try reaching them. ***The key to meeting deadlines is giving yourself two weeks on each department and a month on the feature. Late will receive a grade penalty.***

Inclement weather and disabilities

In the event of inclement weather, the decision to cancel classes is made by KU officials. To determine whether snow or icy conditions have canceled classes, call 864-7669 (864-SNOW). The staff of Services for Students with Disabilities (SSD), 135 Strong, coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodations in KU classes and have not contacted SSD, please do so as soon as possible.

Additional journalism school policies

No student may add a journalism class after the 20th day of a semester.

Students must attend their classes and laboratory periods. Instructors may take attendance into account in assessing a student's performance and may require a certain level of attendance for passing a course. Instructors may choose to drop students from a course, based on attendance, without the student's consent.

The School of Journalism reserves the right to cancel the enrollment of students who fail to attend the first class or laboratory meeting.

The KU Office of Student Financial Aid is required by federal law to determine whether students who receive aid are attending each class in which they are enrolled. Instructors are required to report to that office absences of students who have stopped attending and names of those who have enrolled but never have attended. Students who do not attend classes may be required to repay federal and/or state aid. Students who receive any form of Financial Aid should learn all requirements including minimum hours and grades to qualify for and retain that aid.

Policy on Plagiarism and Fabrication/Falsification

The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence and falsification of evidence.

Penalties for plagiarism, fabrication or falsification can include a failing grade for this course and expulsion from the School of Journalism and Mass Communications.

The following definitions are from Article II, Section 6, of the University Senate Rules and Regulations, revised FY98.

Plagiarism

Knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge.

Fabrication and Falsification

Unauthorized alteration or invention of any information or citation in an academic exercise.

How Articles are Graded

Reporting:

Your stories need to have multiple, sources, experts and participants. Because your audience is diverse, your sources also need to be diverse—in racial and ethnic background, age, gender, political and religious beliefs. You will need to consult many more sources than you actually will cite in your stories. Reach for the best sources for your stories—not just the most convenient ones. Quality of sources counts as much as quantity.

You will have to interview live sources for your stories, preferably in person or over the phone. You cannot use e-mail interviews unless a source is overseas. You may use the Internet for background research, but you may not use websites as sources for stories.

Writing:

In magazine writing, you want to tell stories, not push information. Don't just string together quotes from various sources. There has to be both logic and grace to the organization; as a rule, it is a good idea to place similar information together. Your ledes need to compel your reader. There should be a sense of character, complication and resolution (an effective ending). Also there should be good transitions throughout. I appreciate interesting and original style, but never at the expense of clarity. Good writing makes efficient use of words. Use every word that is needed, not one more. Good grammar is essential.

Completeness:

For each story, you will need to write a SEO title and secure a photo to go with it. You own each story you produce, so you will need to make to decide what it needs to make it a complete package.

Professionalism:

All articles must be submitted on time, with all required components. **(Story, headline, photo or description of photo or proof that you have communicated about getting one taken.)** If you get in trouble with a story (for example, a source backs out or you discover there is no story), talk to me as soon as possible.

Grading criteria:

90 to 100%

Outstanding. This grade is for work of clearly professional caliber. The focus is clear and relatable. The reporting is complete (at least 3 LIVE sources for departments, 6 for the feature + additional research) and leaves no significant questions unanswered. It shows depth of understanding of the topic and a grasp of storytelling or of the form used. The writing is clear and well organized and follows proper grammar and style. It requires only minor editing. All forms are concise, smooth and well edited. Includes all needed pieces. Tweets, titles are well executed.

80% to 89%

Good. This grade is for work that could be raised to professional standards without radical reworking. Work needs minor revisions such as rewriting, fine-tuning mechanics or providing more or better sources. "B" work doesn't necessarily have anything wrong, but it could be better, often with a stronger topic or subject, a more artistic presentation, better information, or improved form.

70% to 79%

Adequate. Work needs significant revision in at least one major area. Does not measure up to professional quality but could be salvaged. Reporting may be incomplete, or timid, or factually flawed. The idea may be weak or lack focus. Writing shows the seams in the story.

69% and below

Unacceptable performance. The writing is confused and ungrammatical. The reporting is flawed and may contain major factual errors and/or omissions or may show poor judgment about what's appropriate. Any story with only one source is a failing story in this class.

**J650 Magazine Production—Campus Media
Course Schedule Fall 2015**

Week 1 | Jan. 20

Course intro
Email me your department preference
Buy and read a magazine for Monday

Week 2 | Jan. 25

Department assignments
What is a magazine?
Mission
Audience
Personality
Parts

Jan. 27

Finding and focusing ideas
for stories—pitches
For Feb. 1: Read info articles +
write one-page critique

Week 3 | Feb. 1

Discussion: Info articles

Feb. 3

Pitch #1
For next class: Read feature + critique

Week 4 | Feb. 8

Research and reporting
Importance of diversity in
reporting | Who's your audience?

Feb. 10

Feature pitch

Week 5 | Feb. 15

D#1 conference (Group A) **#1 Due**

Feb. 17

D#1 conference (Group A) **#1 Due**

Week 6 | Feb. 22

D#1 conference (Group B) **#1 Due**

Feb. 24

D#1 conference (Group B) **#1 Due**

Week 7 | Feb. 29

Feature progress reports
Revision: The soul of good writing

March 2

Pitch #2

Week 8 | March 7

TBD

March 9

Pitching ideas to magazines
Feature meet #1

Week 9 | Spring Break!

Week 10 | March 14

TBD

March 16

Guest speaker
Feature meet #2

Week 11 | March 28

D#2 conference (Group A) **#2 Due**
Feature meet #3

March 30

D#2 conference (Group A) **#2 Due**

Week 12 | April 4

D#2 conference (Group B) **#2 Due**
Feature meet #4 and #5

April 6

D#2 conference (Group B) **#2 Due**

Week 13 | April 11

Feature meet #6 and #7

April 13

TBD

Week 14 | April 18

Feature meet #8 and #9

April 20

Magazine jobs

Week 15 | April 25

Feature meet #10

April 27

Feature meet #11

Week 16 | May 2

Resumes and cover letters

May 4

We're finished!