



Spring 2019, Monday/Wednesday, 3:55-5:15 p.m., 281 Journalism

Welcome to
**Feature.
Writing**

Your journey to making stories
comes to life through words

by Nicole Kraft, Ed.D.

Introduction

Once upon a time, there was a course at Ohio State that would introduce writers young and old to the art and craft of writing feature articles. Its goal was to examine the skills of this type of writing, and how to identify, report, create and possibly sell feature pieces. Like news, features are built from facts. Nothing in them is made up or embellished. But in features, these facts are embedded in or interwoven with scenes and small stories that show rather than simply tell the information that is conveyed.

Features are grounded in time, in place and in characters that inhabit both. Often features are framed by the specific experiences of those who drive the news or those who are affected by it. They are no less precise than news, but they are less formal and dispassionate in their structure and delivery. This class will foster a workshop environment in which students can build appreciation and skill sets for this particular journalistic craft.

Instructor

Nicole Kraft

Email address: kraft.42@osu.edu

Phone number: 614-620-2476

Writing Bar: T 1:30-3:30 (217 Journalism)

Features Office: R 1:30-3:30 (3045E Derby Hall)

Teaching Assistant

Rachel Kosnik

Email: kosnik.10@osu.edu

Meet our writing coaches

Dr. Nicole Kraft, professor

After 25 years as a journalist, Dr. Nicole Kraft joined the Ohio State School of Communication faculty as an assistant professor of journalism in 2010.

Nicole had her first magazine article published at the age of 16 and since then has written for a multitude of publications, specializing in profiles.

She began her career in sports in 1984 as an intern with the Golden State Warriors before joining the Philadelphia 76ers in 1985 to work in publicity. She helped create the Sixers Media Guide and was a regular contributor to Hoop Magazine.

After a stint as a Congressional press secretary and as an editor at the Napa Valley Register, she returned to sports in 1996 as associate editor of Hoof Beats. She became the magazine's executive editor and director of communication for the sport of harness racing.

Her area of research is student-athlete use of mobile technology for academics, and she works with athletic departments around the country to help them better connect student-athletes to class and academic experiences. In 2015 she was named an Apple Distinguished Educator.

She earned her bachelor's degree in political sciences/journalism from Temple University, a master's degree in communication from Ohio State and a doctorate in education from Lamar University.

Rachel Kosnik, teaching assistant

Rachel Kosnik is a fourth-year student from Cleveland, Ohio graduating in May with a degree in marketing and professional writing. She took Comm 4204 with Dr. Kraft during the AU17 semester and is extremely excited to be back as a TA!

In Rachel's time at Ohio State, she has served as the vice president of marketing for the American Marketing Association, design team member for Fisher Ink magazine, and a general member of OSU Pen PALs. Rachel has also interned for Bock Lighting, Kohl's Corporate and the Office of the Chief Information Officer at Ohio State, all of which incorporated her writing skills from classes like Comm4204.

She will be available all semester to help students with their course assignments, professional development, and to give any additional guidance as they navigate through another semester at Ohio State.

Please contact her via Slack or at [Kosnik.10@osu.edu](mailto:kosnik.10@osu.edu) to set up a meeting.



What's in the catalog

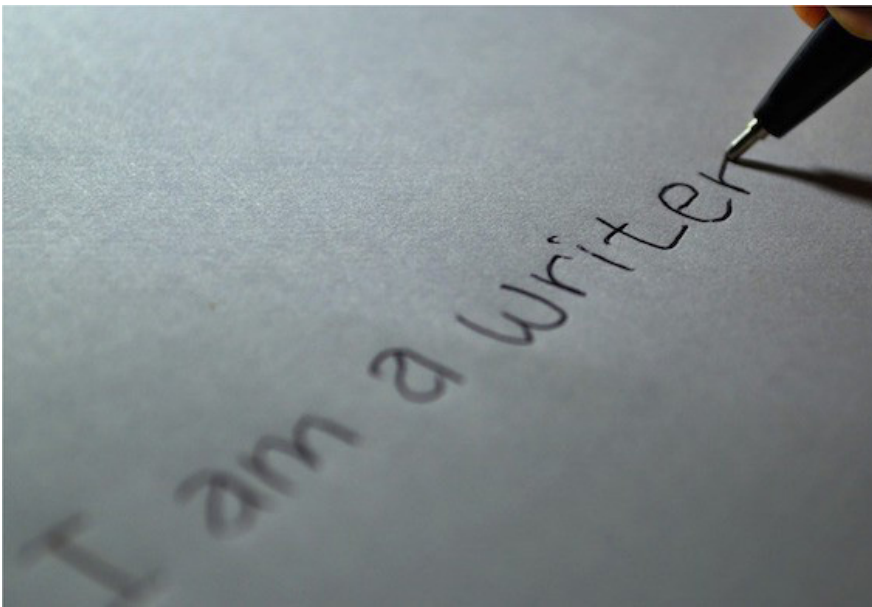
This hands-on, active learning course will teach students how to identify, research, report and write non-fiction feature articles that combine fact-based journalistic writing with non-fiction writing techniques, including characters development, description and narrative arc.

What will you learn

By the end of this course, students should successfully be able to:

1. Write short- and long-form journalistic articles that utilize narrative story telling and human sources.
2. Focus stories along a single, clearly articulated theme that is carried throughout the entire article.
3. Comprehensively interview article subjects so that they provide anecdotes and narrative stories.
4. Gain an understanding of different feature article types, including profiles, immersion and news features.
5. Build narrative articles that use fact-based descriptions to “show” instead of tell a story.
6. Constructively critique and be critiqued.
7. Identify markets for journalism and learn how stories are sold.

At the end of our semester, you will be a writer!



Course materials

This classes uses a variety of materials, most of which are FREE! Readings will be posted on the app Perusall (accessible through Carmen with instructions on page 5) by date, and will be accessed in advance of every class.

Some suggested but not required books are:

Always Get the Name of the Dog, a guide to media interviewing by Nicole Kraft, <https://www.routledge.com/Always-Get-the-Name-of-the-Dog-A-Guide-to-Media-Interviewing/Kraft/p/book/9780815370734>

Immersion: A Writer's Guide to Going Deep (2016) by Ted Conover. ISBN: 978-0226113067. To order: <https://www.amazon.com/Immersion-Writers-Chicago-Writ->

[ing-Publishing/dp/022611306X](https://www.amazon.com/ing-Publishing/dp/022611306X)

Draft No. 4: On the Writing Process, (2017) John McPhee, ISBN: 978-0374142742. To order: <https://www.amazon.com/Draft-No-4-Writing-Process/dp/0374142742>

Teaching Philosophy

I am a great believer in the power of students to engage in and drive their own education, which means taking a greater responsibility for an engagement in what happens in your classes. To that end, I do not subscribe to the “sage on the stage” class ideology, whereby I would lecture and you would (hopefully) listen. Instead, we follow what is known as the “inverted learning” model, which means you read and watch short videos at home BEFORE CLASS.

Our class time is then dedicated to engaging with the material through a variety of “active learning” activities and assessments to determine and build your comprehension. With this active class model, students establish the foundation as part of that home pre-work, and then we build the structure of learning together, allowing us to see and correct weaknesses in the foundation and the structure.

The workload is the same—meaning for a three-credit class every hour of work you do in class you will spend three hours working at home. The main difference is your class time will not be spent being lectured to; you will be engaged in actively learning the material through discussion, exercises, activities and assignments.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

Carmen:

Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.

Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>

Slack

This online message and work space will be the main communication channel we utilized for class communication and some sharing of files. Help guides can be found here: <https://get.slack.help/hc/en-us/categories/202622877-Slack-Guides>

Baseline technical skills necessary for courses:

Basic computer and web-browsing skills

Navigating Carmen

Necessary equipment

Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

Necessary software

Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities. OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733



gettyimages

Vetta | yulkapopkova

Making Deadlines

Good news--you will have plenty of time to complete your assignments. Important news, all assignments are due either at the beginning or end of class on the date listed on the syllabus. In journalism, stories that miss the deadline often do not make it to publication, and yours will not be graded. Assignments will be submitted to Canvas. This course, like journalism as a whole, relies heavily on access to computers, specific software and the internet.

Computers: Friend or Foe

At some point during the semester you will likely have a problem with technology. Your laptop will crash; your iPad battery will die; a recording you make will disappear; you will accidentally delete a file; the wireless will go down at a crucial time.

These, however, are inevitabilities of life, not emergencies. Technology problems are not excuses for unfinished or late work. Bad things may happen, but you can protect yourself by doing the following:

Plan ahead: A deadline is the last minute to turn in material. You can start--and finish--early, particularly if challenging resources are required, or you know it will be time consuming to finish this project.

Save work early and often: Think how much work you do in 10 minutes. I auto save every 2 minutes.

Make regular backups of files in a different location: Between Box, Google Drive, Dropbox and iCloud, you

4 have ample places to store and back up your materials. Use them.

Grading and faculty response

Grades

Assignment or category

Assignment or category	Points and Percent
Perusall reading	50/5%
Syllabus Quiz and Weekly Assessment of Readings (10 @ 10 points each)	100/10%
Film Challenge	30/3%
Writing Activities (12 @ 10 points each)	120/ 12%
Story Ideas (3 @ 50 points each)	150/15%
Feature 1: Short Article (Behind the News)	100/15%
Feature 2: Profile	150/15%
Feature 3: Immersion article	200/20%
Online writing portfolio	100/10%
Total	1000 /100%

See course schedule for due dates.

These points tallied together will give you your final grade of the following (100-93=A; 92-90=A-; 89-88 B+; 87-82=B; 81-80=B-; 79-78=C+; 77-72=C; 71-70=C-; 69-60=D; 59 and below=E). I am not able to negotiate grades, either during or after the semester.

Assignment submissions

All assignments are due at the beginning of the class on the date listed on the syllabus. In journalism, stories that miss the deadline often do not make it to publication, and yours will not be graded. Assignments will be submitted to Canvas. (I'll make sure you know how!)

Make-up assignments

We do not offer make-ups for quizzes or in-class assignments.

Assignment guide

Perusall

Your readings, which are due BEFORE our live class session meets, are provided through a program called Perusall. You will read in this program and comment at least five times per reading. When you open a document, you'll see highlights superimposed on the document that represent comments (yellow) or questions (orange) that you and other students have entered. When someone responds to your question or comment, you will receive a notification by email and you can post a reply by signing on or merely replying to the email. If you ask a question you can indicate that one or more of the responses answers your original question. While reading the document, you can change which comments you see by clicking the "all comments" dropdown at the top of the page and selecting either "my comments" or "no comments." You can view your scores by clicking the "My grades" button at the top of your course home page.

You may continue to ask questions, answer questions, and make comments outside of the context of a particular reading assignment. However, note that if you edit a comment that was counted towards an assignment whose deadline has passed, that comment may no longer count towards your score for that assignment.

Syllabus and Weekly Assessment of Readings (20 @ 10 points= 100 points)

In the first week you will become acquainted with the syllabus, including our course policies. The syl-



labus quiz will measure what you have learned and ensure you have gained the necessary knowledge to complete the course.

Nine times in the semester we will assess your consumption and understanding of the material with a 10-point assessment quiz in Carmen. The questions will relate to articles to read and lecture videos, and gauge your understanding and application of key concepts.

Film Challenge(1 @ 30 points)

This semester you will watch the film “Shattered Glass,” which will help frame our discussions around the key journalistic issue of fabrication. You will write a 500 word (give or take 50 words) post summing up the issues in the films we watch and discuss during the class.

Writing Activities (12 @ 10 points = 120 points)

Many weeks we will have writing activities intended to build your skills and develop a greater level of familiarity and engagement with feature writing techniques. Some will be due in class while others will be completed at home. These activities will include practicing skills we learn through our class materials and lectures, including interview, field reporting, writing with description, immersion techniques and more.

Story Ideas (3 @ 50 points each = 150 points)

For each article (three times during the semester) you will develop three different story ideas (total of nine)—for the type of article you will be writing. For each article, your story pitch assignment will allow you to identify your topic and a way of approaching in these steps:

1. Craft a single-sentence theme statement establishing its focus.
2. Identify and obtain research-based material that will provide a specific contextual foundation for the story.
3. Provide at least four sources, with their contact information, and an explanation of why the student has chosen them.
4. Provide a brief reporting plan.

Article 1: Short Feature (100 points)

A news story focuses on the who, what, when, where, why and how of an event happening now. Find a news story in The Lantern or Columbus Dispatch and think about what people might need/wish to know NEXT. That will help you see the feature angle.

This story will use the hourglass style of writing--an anecdotal lede, followed by a nut graph, followed by a narrative body that combines chronology, narrative and quotes. The conclusion will be a quote that summarizes a key theme of the article.

It's news when Lime scooters are first delivered to campus. How students use the scooters to commute to class is a feature. It's news that an elected official wins. A profile on the campaign manager who helped get him/her elected is a feature.

This article will be 500-600 words and must have at least two sources.

Article 2: Profile (150 points)

Few aspects of journalism are more interesting and challenging than to write about someone else, — to capture what motivates that individual, what makes that person “tick.” Profiles can be written as well about organizations and about what makes them distinctive or unusual.

Good profiles demand backgrounding, patience, legwork, independent engagement and curiosity.

6 First, however, the reporter has to answer the questions, “Whom should I profile and why?” Sometimes



those answers can be found in the news; who has surfaced as an interesting figure? Sometimes the answers can be found in something interesting that a subject does, or doesn't do. Or the answers can be found by looking for someone who exemplifies a larger group or population in the news.

Whomever or whatever the subject, profiles dig beneath the surface, capture the subject completely. They help readers understand what makes someone "tick" and what lies behind that person's passions.

Profiles focus on a news angle or an aspect of the person's personal or professional life that is newsworthy now, and this article provides anecdotes and narrative details that capture the essence of the person being profiled. This article will be 900-1,200 words and have at least THREE sources.

Article 3: Immersion Article (200 points)

Did you ever want to live another person's life or work in another person's job? You can do that in this article which will allow you to immerse yourself in a story and write from the first or third person. You have the option to follow another person through their life or career (provided they are "profile worthy" and write as a "fly-on-the-wall", or you can live an experience and write it from the first person (bartender, pizza maker, apple picker, etc.) It should be a job that the rest of us don't normally experience and would find interesting and compelling. For both of these articles, access is the key component to success! (1,500-2,500)

Important article notes

Please do not pursue your article until we approve of the topic via this story-idea process, or you may end up working on an article that can't be completed or is not a fit for your publication.

Changes happen to articles, and I understand that, but I need to know about any major changes to the theme before submission.

Submit each to Canvas.

Online Writing Portfolio (100 points)

Showcasing of your writing as you head toward graduation will be significant to your job search. As part of this class we will develop a shell for your online writing portfolio, and you will have the opportunity to post your edited articles on the portfolio. You will not be required to make this site public, but we do want you to work toward producing such a showcase for the future. You will be introduced to and trained in portfolio tools, including Wix and Adobe Portfolio.

Revision

Your peers and I will edit every person's article. Participating in that process is crucial to your success as a writer and that of your classmates. You have the opportunity to revise both articles using my comments and the peer review comments, and potentially increase your grade by 10 percent.



Additional information

Extra Credit

Everyone will have the opportunity throughout the semester to attend events or do research for extra credit, up to 20 points.

Activities: Participate in the outside class activities identified during the semester

Research: Take part in School of Communication research, and receive 5 points per activity. <http://osucomm.sona-systems.com>

All extra credit will be reported in Carmen. The deadline for completion and reporting to me all of the extra credit is the last day of class.

Syllabus

This syllabus is an agreement between the instructor and the student. The instructor reserves the right to make changes to the syllabus as deemed necessary. By staying enrolled in this class, the student agrees to abide by the policies described herein.

Every effort has been made to create a syllabus that is as comprehensive and accurate as possible, but each class is a living entity and changes may arise. Please know I will notify you by email and in our next class session as soon as any syllabus change may arise.

Resources

During the course of this class and throughout your university career, you may find the following helpful:

The Writing Center. This may be the last time in your life that you have easily accessible, free help available for your writing skills—use it. Being a good writer will give you an advantage in every walk of life, and if you are a Communication major, it is expected. Visit <http://cstw.osu.edu/writingcenter> to learn more or to schedule an appointment.

Strunk & White's *The Elements of Style*. If you are uncertain of what constitutes good writing, this classic book is very straightforward and extremely helpful. The advice and direction offered in this book applies to writing in all fields. Find it at the campus bookstore or at a used bookstore for cheap.

Attendance and Make-Up Policy

**“No tears in the writer,
no tears in the reader.
No surprise in the writer,
no surprise in the reader.”**

- Robert Frost



Only students enrolled in this section are permitted to attend class. Attendance (both physical and mental) is key to your success in this class. Your grade is largely contingent on your presence and participation in class. Listen, take notes, and ask questions. Much of the material presented in class is not found in your readings. If you miss class for whatever reason, it is your responsibility to obtain notes from a classmate; the instructor will not provide notes in any circumstance. If you miss class, you will not be able to make up any in-class work or extra credit opportunities.

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within 5 days.

Slack

Instead of email, this class uses an app called Slack to communicate inside and outside of class and it will, for all intents and purposes, replace class email. Slack is fundamentally an instant messaging and collaboration system in which “channels” are used to separate communities and discussions.

We can also have private, one-on-one conversations through Slack by sending a direct message.

I will respond to comments on Slack consistently between the hours of 9 a.m. and 9 p.m. weekdays, except while I am in class.

All students have all been invited to the class Slack and are encouraged to sign-up and accept ASAP.

I am also happy to meet with you by appointment, or for coffee or lunch. Please reach out so I can get to know you and your class needs better!

Attendance

Student participation requirements

We have a lot of material to learn in a short period of time. It is important that you attend all of our class sessions. All of the material is available on Carmen at the beginning of the semester. Readings and videos must be consumed before our live class session so we can work on active learning experiences. Since we meet just twice a week, missing more than two classes in the semester without documentation will result in the final grade being dropped a letter grade.

Student Services

Academic services

Arts and Sciences Advising and Academic Services’ website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Managing Stress

College can be a stressful time, and I am always here to help you—in this class and beyond. If, however, you feel you need more support, I encourage you to reach out to the Student Advocacy Center at 292.1111. They will always work with professors on your behalf.

Safe and Healthy

Keeping students healthy and preventing the spread of illness is important to The Ohio State University—and to me. Students are encouraged to stay home if they are sick and may be asked to leave class

if they are coughing/sneezing. Students who are sick and cannot attend class must contact me BEFORE class to receive class any materials and turn in assignments via the drop box or e-mail. If you do not notify me, your assignment will not be accepted.

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources

at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Academic integrity policy

Policies for this course

- Written assignments: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow AP style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- Reusing past work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know

via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu ; 614-292-3307; slds.osu.edu ; 098 Baker Hall, 113 W. 12th Avenue.

Reading List

Jan. 9

The Secret To Writing Stronger Feature Articles | WritersDigest.com
Susie Wheldon, wife of late IndyCar cha...eldon, opens up about life without him copy
300-plus killed in past 20 years as gas...ge - The Columbus Dispatch, 2018-09-16

Jan. 14

Mr. Lucky Ends Mr. Clean Career Marion Edwards Spent 37 Years Scrubbing Restaurant's Pots, Pans - tribuned-
igital-orlandosentinel
The Killer in the Pool | Outside Online

The Complete Book of Feature Writing by Leonard Witt - Pages 13-34

Jan. 16

For man and kitten, a surreal boat ride...ty - The Columbus Dispatch, 2018-09-16
Partners of paralyzed men form unique s...od - The Columbus Dispatch, 2018-09-16
The Complete Book of Feature Writing by Leonard Witt - Pages 35-60

Jan. 21

Finding Focus and Writing a Nut-graph – IMMJ Key Reading – Medium
The Secret To Writing Stronger Feature Articles | WritersDigest.com
The Complete Book of Feature Writing by Leonard Witt - Pages 86-106

Jan. 23

Fatal Distraction: Forgetting a Child in the Backseat of a Car Is a Horrifying Mistake. Is It a Crime? - The Wash-
ington Post

What's the cost for more time with a lo...e? - The Columbus Dispatch, 2018-09-16

The Complete Book of Feature Writing by Leonard Witt - Pages 61-85

Jan. 28

OTL: Believeland - NBA - ESPN
Heroin in Cincinnati: This is what an epidemic looks like - USA TODAY
The Complete Book of Feature Writing by Leonard Witt - Pages 106-133

Jan. 30

Why Writing My First Feature Piece Was Hell — And What I Did To Get It Done
How to Have 106 Babies (and Counting) | GQ
Death of a Playmate

Feb. 4

Like Something the Lord Made
How to Write a Profile Feature Article
The Complete Book of Feature Writing by Leonard Witt - Pages 135-144

Feb. 6

Dzhokhar Tsarnaev: Jahar's World – Rolling Stone
Charles Manson Today: The Final Confessions of America's Most Notorious Psychopath – Rolling Stone

Feb. 11

The Columbus Way - Page 8
Hearts and Guts: Writing the Personal Profile | Poynter
Story dust: Lessons learned on feature writing from Lane DeGregory | Poynter

Feb. 13

At Full Blast Shooting outrageously from the lip, Braves closer John Rocker bangs away at his favorite targets: the
Mets, their fans, their city and just about everyone in it | Vault
Tinder and Hookup-Culture Promotion | Vanity Fair

13 Orchid Fever by Susan Orleans

Feb. 18

A good lead is everything — here's how to write one | NPR Training

How to Write a Lead- 10 Dos, 10 Don'ts, 10 Good Examples

Feb. 25

8 Steps for Writing a Compelling Profile Story

How to Write a Profile Feature Article

Seven Must-Ask Questions for Every Profile Interview | LinkedIn

March 6

“Draft No. 4”: the legendary John McPhee’s “master class in the writer’s craft” - Nieman Storyboard

The Detective of Northern Oddities | Outside Online

A Most American Terrorist: The Making Of Dylann Roof | GQ

“Literary Journalism”: What It Is, What It Is Not | commentary

March 18

I Was a Warehouse Wage Slave – Mother Jones

5(ish) Questions: Ted Conover and “Immersion: A Writer’s Guide to Going Deep” - Nieman Storyboard

The Complete Book of Feature Writing by Leonard Witt - Pages 145-155

March 20

Krakauer article McCandless

March 25

The Complete Book of Feature Writing by Leonard Witt - Pages 155-168

April 3

Shattered Glass | Vanity Fair

JIMMY’S WORLD - The Washington Post

Troubled Times: The Aftermath of Jayson Blair’s Mistake

Hack Heaven | Adam L. Penenberg

April 8

Writer’s Guidelines Database for 850+ Publications | FreelanceWriting

Get Paid to Write Articles: 10 Magazines That Pay \$500 or More

How a Freelance Writer Should Submit an Article to a Magazine | FreelanceWriting

April 10

Our Favourite Online Portfolios by Journalists / Blog / Journo Portfolio

Creating a not-terrible journalist portfolio in 10 minutes | IJNet

Serious About Journalism? You Need An Online Portfolio | Faze
Serious About Journalism? You Need An Online Portfolio | Faze

Schedule *(subject to change)*

<p>Week 1 Monday 1/7 Welcome to the features department Intro: Course resources and introduction Watch lecture videos in Module 1a Canvas intro Create Twitter accts and first class tweet Discussion 1: Introduce yourself and share why you took this class. Then post link to a favorite feature article, explain why you think others should read it.</p> <p>Wednesday 1/9 Writing features v. writing news Watch lecture videos in Module 1b Read on Perusall IDing the ID, the hook and the transitions. Practice turning news ledes into feature ledes in class Quiz on syllabus and course policies (before class)</p>	<p>Week 4 Monday 1/28 Organizing stories Watch lecture videos in Module 4a Read in Perusall Writing the Body Week 4 assessment</p> <p>Wednesday 1/30 Writing the feature Watch lecture videos Module 4b Read in Perusall Due: Article 1 (Short feature).</p>
<p>Week 2 Monday 1/14 Making great features Watch lecture videos in Module 2a Read in Perusall In-class assignment: Descriptive Writing Exercise Week 2 assessment</p> <p>Wednesday 1/16 The Story Hunt Begins Watch lecture videos in Module 2b Read on Perusall In-class assignment: Story brainstorm sessions Assignment: Story idea No. 1 (due Jan. 18)</p>	<p>Week 5 Monday 2/4 Understanding the profile Watch lecture videos in Module 5a Read in Perusall Profile story ideas Week 5 assessment Work on profile identification activity. Complete profile story ideas proposal BEFORE class.</p> <p>Wednesday 2/6 Profile story pitch and nut development Watch lecture videos Module 5b Due: profile story ideas assignment (BEFORE class). Pitch your profile in class.</p>
<p>Week 3 Monday 1/21-NO LIVE CLASS (MLK Day) Finding your focus Watch lecture videos in Module 3a Read in Perusall Writing the nut</p> <p>Wednesday 1/23 Interviewing for the Feature Watch lecture videos Module 3b Read in Perusall Week 3 assessment Discussion: Watch interview on TV or YouTube. Describe what made it a good or bad interview and why</p>	<p>Week 6 Monday 2/11 Building a profile outline Watch lecture videos Module 6a Readings in Perusall Finalizing nut graph and outlining body of profile Week 6 assessment Article 1 revision due</p> <p>Wednesday 2/13 Interviewing for the profile Watch lecture videos Module 6a Read in Perusall Getting beyond the script.</p>

Schedule (subject to change)

<p>Week 7 Monday 2/18 Crafting anecdotal ledes Watch lecture videos in Module 7a Read in Perusall Week 7 assessment Crafting anecdotes</p> <p>Wednesday 2/20 Reporting at ground level Watch lecture videos Module 7b Work to get the article in good shape for the draft deadline next week.</p>	<p>Week 10 Week 10: SPRING BREAK</p>
<p>Week 8 Monday 2/25 Keeping it straight while writing long Watch lecture videos Module 8a Read in Perusall Week 8 assessment Due: Profile draft</p> <p>Wednesday 2/27 Workshop profile drafts Workshopping profiles: Students will discuss provide written feedback to idea of teammates and suggestions for sources. Create a discussion post on what advice you have for your fellow writers.</p>	<p>Week 11 Monday 3/18 Understanding immersion Watch lecture videos in Module 11a: Read in Perusall Week 11 assessment Due: Profile revision</p> <p>Wednesday 3/20 The Art of Immersive Writing Watch videos on Carmen under Module 11b. Read in Perusall Article 3 story pitches (immersion) before class Do in-class activity: Immersive Writing</p>
<p>Week 9 Monday 3/4 Writing your profile Due: Article 2 (profile) at end of class Week 9 assessment</p> <p>Wednesday 3/6 Exploring literary journalism Watch lecture videos in Module 9b Read in Perusall Bring your favorite literary journalism piece to class to break down and discuss.</p>	<p>Week 12 Monday 3/25 Immersion story pitch Watch lecture videos Module 12a Read in Perusall Due: Story Ideas No. 3 Discuss article No. 3 ideas in workshop teams. Week 12 assessment</p> <p>Wednesday 3/27 In-depth/observational interviews Watch lecture videos in Module 12b Reporting with observation activity</p>

Schedule (subject to change)

Week 13

Monday 4/1

Going the distance

Reporting on immersion pieces

Wednesday 4/3

Fabrication and fallacy in features

Read in Perusall

Discuss famous cases of fabrication, plagiarism and other ethical issues

Watch “Shattered Glass” at home.

Complete film challenge for “Shattered Glass”.

Week 16

Monday 4/22

Future is Now—finalizing and presenting

Due: Article 2 (immersion)

Present portfolios.

Our semester is over—sniff!

Week 14

Monday 4/8

Selling articles

Watch lecture videos in Module 14a.

Read in Perusall

Working on query letters.

Wednesday 4/10

Online portfolios

Watch video Module 14b

Readings: We will explore types of online portfolios and begin designing to showcase writing.

Week 15

Monday 4/15

Immersion drafts

Due: Immersion drafts

Workshopping immersion articles: Students will discuss provide written feedback to idea of teammates and suggestions for sources.

Wednesday 4/17

Personalizing portfolio

Students will spend this class crafting and revising their online portfolios.

Due: Online Portfolio