

SJSU School of Journalism and Mass Communications

Journalism 132, Section 1

Magazine Reporting

Spring 2016

Contact Information

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Office Hours:	Tuesday 3:00-6:00 p.m. (DBH209H); Thursday 11:45 a.m.-12:45 p.m. (DBH108), and by appointment
Class Days/Time:	Monday-Wednesday 10:30 a.m.- 11:45 a.m.
Classroom:	DBH213

Faculty Web Page

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.profcraig.com>. You may follow me on Twitter at [@SJSUProfCraig](https://twitter.com/SJSUProfCraig) or on Facebook at <https://www.facebook.com/Profrcraig>, but it is not required. You are responsible for regularly checking your e-mail or my Facebook or Twitter to learn any updates.

Syllabus Supplement

You are required to read all information on this syllabus and on the syllabus supplement, which lists policies that apply to all my classes. It is available on the class home page and on the Web at <http://www.profcraig.com/syllsup.html>.

Course Description

Reporting and writing of feature stories for magazines, print and online. Develops expertise in reaching a targeted audience with words and images. While the prerequisite, JOUR 61, teaches breaking news writing, this course explores longer, deeper forms.

Learning Objectives

Program Learning Objectives (PLOs). The School of Journalism and Mass Communications has adopted the 12 standards of the Accrediting Council on Education

in Journalism and Mass Communications (ACEJMC). **Four of them will receive some emphasis in this course:**

1. Demonstrate knowledge of the diversity of groups in a global society in relationship to communications.
2. Demonstrate the ability to think critically, creatively and independently.
3. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
4. Demonstrate the ability to use tools and technologies appropriate for the communications professions in which they work.

Course Learning Objectives (CLOs) specific to this course. Upon completion of this course you will demonstrate the ability to:

1. Demonstrate understanding of different story forms.
2. Report and write a front-of-book article.
3. Report and write an arts review.
4. Report and write a profile article.
5. Identify local issues of importance and report on them in detail.
6. Perform reporting and research to support in-depth articles.
7. Target specific media.
8. Report and write a longform investigative enterprise article.

Required Texts/Readings

Chip Scanlan and Richard Craig, *News Writing and Reporting: The Complete Guide for Today's Journalist* (2nd Edition).
ISBN-10: 0195188322 | ISBN-13: 978-0195188325

Mark Kramer and Wendy Call (ed.), *Telling True Stories: A Nonfiction Writers' Guide from the Nieman Foundation at Harvard University*.
ISBN-10: 0452287553 | ISBN-13: 978-0452287556

Textbooks will be supplemented by readings on the class Web page. Please get in the habit of regularly checking for new readings.

Download "Roy's Writing Tools," a series of podcasts by Roy Peter Clark of the [Poynter Institute](http://royinpoynter.org/). There are 50 of them, but you don't need to download them all at once. They're available for free through iTunes:

<http://itunes.apple.com/us/itunes-u/roys-writing-tools/id380130686>

If there's a problem with acquiring this material through iTunes, let me know and we'll discuss alternate methods.

Textbooks are available from the Spartan Bookstore and numerous online outlets. Other required online readings will be posted on the class home page throughout the semester. You will receive advance notice for all additional readings.

Assignments and Grading Policy

Lectures are designed to provide students with material useful in the reporting work throughout the course. Lectures may occasionally be conducted by guest speakers.

To supplement assigned reading, you will be responsible for following the news regularly to keep up on current events. At the very least, you must:

- Read the *Spartan Daily* regularly and follow other campus media to keep up on campus goings-on.
- Read one or more major Bay Area news outlets regularly, preferably either the *San Jose Mercury News* or the *San Francisco Chronicle* (*SF Gate*).
- Look for examples of effective feature-length storytelling online. These are available everywhere from traditional magazines (*The New Yorker*, *Vanity Fair*, *GQ*, *New York Times Magazine*, *The Atlantic*, etc.) to online-only publications (Salon, Slate, Grantland, BuzzFeed, Matter, Thrillist, etc.)

Feel free to supplement this with news from any other sources you desire. Exposure to different outlets gives you a broader base of information, which in turn broadens the horizons of the whole class during discussions.

Exercises. I will assign some in-class exercises throughout the semester. These are designed to get you up to speed fairly quickly on different topics. These will sometimes be assigned in class and other times via e-mail and/or on the class Web page.

Writing Assignments. You will complete seven major writing assignments during the semester. Each of these has a specific theme or approach, which will be explained in depth through readings and class discussion. The last of these will be the Investigative Reporting Project, which will count for the highest percentage and act as a final project.

Grading:

- **One 300-400-word Front-of-Book article (5 percent; CLO 1, 2)**
- **One 350-500-word piece describing someone doing his or her job (10 percent; CLO 1, 2)**
- **One 500-600 word arts review (10 percent; CLO 1, 3, 7)**
- **One 600-1000 word “Campus Quirk” story (10 percent; CLO 1, 7)**
- **One 750-1,200-word personality profile (10 percent; CLO 1, 4, 5, 7)**
- **One 1,200-2,000-word trend, travel, or community news story, drawing on local events, sources, and topics of interest (15 percent; CLO 1, 5, 6, 7)**
- **One 1,800-2,500-word enterprise story—an investigative feature that explores in depth an idea, event, question, controversy, or trend. One “source” for your story should be a report or other research material. (20 percent; CLO 1, 6, 7, 8)**
- **Shorter assignments, including an interview exercise, presentation article, written ideas for articles, and writing exercises (10 percent; CLO 1, 5)**
- **Class discussion/participation (10 percent; CLO 1, 5)**

Writing:

This is an upper-division journalism class, and you should expect your writing to be graded accordingly. You will be expected to keep minor style errors and typos to a minimum. Mechanical errors – style, spelling, punctuation, minor grammar errors, copy preparation – will hurt your grade on writing assignments. This includes the same error made more than once.

Misspelling the name of a person, an institution or position in your stories is a major error and will result in a failing grade on the assignment. This is not meant to scare you, just to make sure you get your information in order before you write. Stories with any other factual errors will also receive a failing grade.

**Stories submitted after deadline will not be accepted and will receive a failing grade.
Any student who fabricates a story will receive a failing grade in the course.
Any student who plagiarizes a story will receive a failing grade in the course.**

Please note that I'm not in the business of giving failing grades – as long as you understand and adhere to these rules, I won't have any problem with you. Above all, if you have questions about any of these rules and how they might apply to a given story, please contact me before the due date.

See syllabus supplement for information on attendance, deadlines, academic honesty and other issues not covered here.

Diversity and Controversial Issues

Throughout the semester, we will discuss matters relating to differences in race, culture, social class, sexuality and many other issues. In the beginning, this may seem uncomfortable, but my goal is to create an environment where we can talk about such matters thoughtfully, frankly and with respect and empathy.

Likewise, we will deal with matters involving social standards of what is deemed acceptable and unacceptable by media audiences and society in general. The objective is to enlighten, not offend, but we will talk about why certain types of content might upset certain audiences and not others. The aim is to create an atmosphere of respectful discussion, where all can express their opinions. The class works best when we all feel free to contribute.

JOUR132/Magazine Reporting, Spring 2016 Course Schedule

Schedule is subject to change; any changes will be announced a minimum of one week in advance, with students notified via e-mail. *Readings are in bold italics.*

Week	Dates	Topics, Readings, Assignments, Deadlines
1	Feb. 1-3	Journalistic curiosity; the magazine writer's mindset Front-of-Book stories <i>Scanlan/Craig, Chapter 1; ; Kramer/Call, pp. 55-59;</i> <i>Roy's Writing Tools #37</i>
2	Feb. 8-10	Magazine storytelling; generating story ideas <i>Scanlan/Craig, Chapter 2; Kramer/Call, pp. 3-28;</i> <i>Roy's Writing Tools #25</i> WEDNESDAY, FEB. 10: FRONT-OF-BOOK STORY DUE
3	Feb. 15-17	Interviewing; reporting <i>Scanlan/Craig, Chapter 6; Kramer/Call, pp. 28-46;</i> <i>Roy's Writing Tools #27, 42</i>
4	Feb. 22-24	Improving your own stories <i>Scanlan/Craig, Chapter 3; Kramer/Call, pp. 125-132;</i> <i>Roy's Writing Tools #11-14</i> WEDNESDAY, FEB. 24: JOB STORY DUE
5	Feb. 29- Mar. 2	Story forms; Diversity <i>Scanlan/Craig, Chapters 11, 15; Kramer/Call, pp. 46-54;</i> <i>Roy's Writing Tools #36, 38</i>
6	Mar. 7-9	Approaches to writing <i>Scanlan/Craig, Chapters 8, 10; Roy's Writing Tools #16-22, 28</i> WEDNESDAY, MARCH 9: CAMPUS QUIRK STORY DUE
7	Mar. 14-16	Reviews and analyses <i>Kramer/Call, pp. 78-86; Roy's Writing Tools #34</i>
8	Mar. 21-23	Honest opinion vs. fairness <i>Readings TBA</i> WEDNESDAY, MARCH 23: REVIEW STORY DUE
9	Mar. 28-30	SPRING BREAK – NO CLASS
10	Apr. 4-6	Profiles; Getting more useful information <i>Scanlan/Craig, Chapter 6; Kramer/Call, pp. 65-74;</i> <i>Roy's Writing Tools #15, 17</i>
11	Apr. 11-13	Structuring effective stories <i>Scanlan/Craig, Chapter 11; Kramer/Call, pp. 97-109</i> <i>Roy's Writing Tools #37</i>
12	Apr. 18-20	WEDNESDAY, MARCH 23 – PERSONALITY PROFILE STORY DUE Editing; spreading wings and torturing metaphors <i>Kramer/Call, pp. 28-54; Roy's Writing Tools #40</i>

Week	Dates	Topics, Readings, Assignments, Deadlines
13	Apr. 25-27	Setting the scene; developing voice <i>Kramer/Call, pp. 132-159; Roy's Writing Tools #35, 23</i>
14	May 2-4	MONDAY, MAY 2: TREND STORY DUE Longer stories, deeper reporting <i>Kramer/Call, pp. 89-91, 109-121;</i> <i>Roy's Writing Tools #24, 29-33, 39, 45</i>
15	May 9-11	Ethics <i>Scanlan/Craig, Chapter 16 ; Kramer/Call, pp. 163-193</i>
16	May 16	Work on investigative project (no readings)
Final Exam	Tuesday, May 24	INVESTIGATIVE REPORTING PROJECT DUE Brief in-class presentations of projects