ENL 411: Special Topics in Professional Writing: Magazine Feature Writing
Spring 2013 – T - TH 1:40 – 2:55

Professor Perry Glasser
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X 7032

Office Hours
T & TH: 3:00 – 4:00
TH 11:00 – 12:00

Catalog: ENL 411 Special Topics in Professional Writing - 3 credits
This seminar will focus on a genre or skill for professional writers utilizing feedback and revision, in preparing literary material for print or electronic media. This class is limited to English majors and minors, or with approval by the Department Chairperson. May be repeated for credit once. PREREQUISITES: ENG102, ENL 102, ENG102E, ENL102ESL, ENG103, ENL 103, ENG106H, or ENL106H and at least one English course at the 200-level or permission of the chairperson

Goals
- To hone skills as writers
- To explore the business and culture of magazine publishing.
- To collaborate in a workshop setting on presentations

Objectives
- Students will compose 3 different kinds of magazine features
  o Profile
  o How-To
  o Multisource
- Students will analyze online and print magazine features and components.
- Students will engage in workshops.
- Students will attend at least one Red Skies meeting.

Final Exam: None

Policies: This syllabus/plan is subject to change with the needs of the instructor (that’s me) and the students (that’s you). Since the nature of many assignments will depend on the total registration, expect some variations from this printed plan. You are required to monitor your SSU email account for notices of inevitable changes. College policies supersede any implied or direct conditions of this syllabus.

Regulations: All students are expected to be familiar with the academic regulations, including those regarding Academic Integrity, for Salem State University as published in the college catalog. In addition, each student is responsible for completing all course requirements and for keeping up with all that goes on in the course (whether or not the student is present).

Emergencies: In the event of a university declared critical emergency, Salem State University reserves the right to alter this course plan. Students should refer to salemstate.edu for further information and updates. The course attendance policy stays in effect until there is a university declared critical emergency. In the event of an emergency, please refer to the alternative educational plans for this course to be posted online and notified by SSU email as needed at http://www.salemstate.edu/~pglasser. Students should review the plans and gather all required materials before an emergency is declared.

Special Provisions: Salem State College is committed to providing equal access to the educational
experience for all students in compliance with Section 504 of The Rehabilitation Act and The Americans with Disabilities Act. Any student who has a documented disability requiring an accommodation, aid or adjustment should speak with me privately. Students with Disabilities who have not previously done so should provide documentation to and schedule an appointment with the Office for Students with Disabilities and obtain appropriate services.

**English Dept. Mission:**

Profound literacy is the hallmark of a liberal education. To that end, English department courses involve instruction and study in literature and writing, the emphasis varying according to course content. Through intensive reading and analysis, students develop a critical appreciation of literature written in disparate times and places. Through expository writing, students learn techniques for conducting research and for drafting and revising analytic and persuasive essays based on critical reading. In creative writing, students develop an aesthetic through practicing the craft of various genres. The English department prepares students for professional and academic leadership including careers in teaching and writing.

**Attendance, Participation, & Electronic Expectations**

There is no distinction between an excused or unexcused absence. If you are chronically ill or have ongoing, repetitive family problems, while I am sympathetic, in fairness to other students, with the exceptions noted above in Special Provisions, I cannot assess students with such problems by different standards. Therefore, take the attendance policy to heart.

Class meets twice per week for 15 weeks. More than three absences will affect your final grade. Six absences is a fifth of the semester and will result in failure. This hard numerical standard applies equally to students who enroll late. If your first class is session #2, you start the semester with one absence. If you have bad luck with cars, pets, or relatives, consider withdrawing from class and come back to school when your life is more stable.

Class meets for 2:40 minutes per week. **Written homework, reading, and collaborative assignments presume an additional effort of 3 to 6 hours each week.** You will not succeed in this class as a passive observer. Your professor reserves the right to call upon students who have NOT volunteered. If this makes you uncomfortable or fills you with anxiety, unless you have a medically documented history of such problems, frequently volunteer to speak and ask questions in class. Similarly, silence is not your enemy. Please do not try to monopolize class time while we await general student participation. If you have questions pertinent to classwork, ask them **publically—not at dismissal.**

Monitor your SSU email account daily. General notices of a change in requirements or assignments will not be pardoned for students who are unavailable for electronic communication. If your computer fails, your wifi system collapses, or your phone is lost, use the many computers SSU provides.

**Students availing themselves of Facebook, cellphone texting, etc. during class time are absent and may be dismissed from class.** Take notes on paper and type them later, the better to hear, comprehend, and participate.

Workshop is a social contract. We expect people to be frank and civil. Total praise and flattery is worthless; total rejection and disdain is equally worthless.

Please sign and return the Syllabus Acknowledgement form supplied with this Syllabus by Jan 22.
**Texts and Websites**

The nature of the course will bring print and online readings to our attention as the class develops. You are required to read and abstract 20 magazine articles in the first 4 weeks from print or online sources. Students should make themselves familiar with this eclectic list for the presentations and portfolio preparation.

a small 3-ring binder

<table>
<thead>
<tr>
<th>The New Yorker</th>
<th>The Huffington Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harper’s Magazine</td>
<td>Slate</td>
</tr>
<tr>
<td>The Atlantic</td>
<td>The Good Men Foundation</td>
</tr>
<tr>
<td>The Wall Street Journal</td>
<td>Jezebel</td>
</tr>
<tr>
<td>The Humanist</td>
<td>All Things Considered (NPR)</td>
</tr>
</tbody>
</table>

**Mechanics**

This is a professional writing class. Submitted work MUST be typed double-space on white paper, paginated, in a 12-point standard font with appropriate headers and footers on each page, and fastened with a paper clip—not stapled. Let’s not be amateurs.

Late submissions will be penalized: conduct yourself as a professional. Does anyone expect to have a staff position and expect forgiveness when she says to her editor, “Sorry I missed the deadline.

Students late to class on any date when work was due because they were waiting to get their printed will be deemed doubly late. It’s a workshop—why are we waiting on you? Can’t you plan better than that? Other people are depending on you.

NO CLASS WORK WILL BE WRITTEN IN 1ST PERSON. Listen on class to find out why and what this means.

**Assessment**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Adherence to Mechanical Standards</td>
</tr>
<tr>
<td>200</td>
<td>20 article abstracts</td>
</tr>
<tr>
<td>100</td>
<td>Presentation- analysis of an article</td>
</tr>
<tr>
<td>600</td>
<td>Three Proposals (see cover sheet)</td>
</tr>
<tr>
<td>900</td>
<td>Three features @1500 – 2200 words</td>
</tr>
<tr>
<td>100</td>
<td>Workshop participation</td>
</tr>
<tr>
<td>2000</td>
<td>TOTAL POINTS</td>
</tr>
</tbody>
</table>
Important Dates

January 18 – Drop-Add period ends.
April 12 – Last day to withdraw from a class

Writers Series
11:00 AM Mondays
11 February. Poetry -- La poesía – Vers: Bilingual Poetics
18 March. Faculty reading
22 April: Julie Zauzmer

7: 30 PM Thursdays
31 January: Poet Marcia Karp and Prose writer Regina Flynn (required)
21 February: Playwright Lisa Rose Kaplan: A Conversation and Reading
4 April: Annual Graduate Student Reading

Red Skies Meetings – Mondays at Community time – 11:00 am.
# Calendar of Assignments – ENL 411-Sp 2013

All plans are approximately scheduled.

| Weeks 1-3 | Orientation  
| Authority & Assessment  
| Magazine business – niche publishing  
| Magazine analysis – components, FOB, BOB, the Feature Well and Mix.  
| Field trip  
| Collect Syllabus Acknowledgement forms.  
| Why you CANNOT write in first person and what that means.  
| Create presentation schedule.  
| Discussion of readings—the 20 pieces needed for the portfolio. Students who fall behind on this assignment will have a difficult time catching up, and are sure to have difficulty with concepts taught in class. |

| Weeks 4-6 | Feature Components  
| • Ledes & Kickers  
| o Anecdote  
| o Quotes  
| o Setting a scene  
| o Conducting interviews  
| Associated homework and exercises.  
| 20 Feature abstracts due Feb 12  
| Feature Analysis – at least 4 (depends on enrollment), dyad presentations  
| Profiles, How-To, and Multisource defined.  
| Why we are not studying Opinions, Memoirs, Reviews, Fiction or Poetry.  
| Thursday February 28 – Feature Proposal #1 |

| Weeks 7-10 | Tuesday, March 5. Proposals  
| Class canceled March 7 – students are invited to attend the AWP conference in Boston  
| Spring Break  
| First workshops, first features—due after Break. |

| Weeks 10 - 15 | Pattern of Pitch and Workshop until all students have 3 Features. Proposals on Tuesdays; articles on Thursdays on a 2-week cycle. Conferences as needed. |

See feature cover sheet.  
Students will workshop features, revise, and then submit for assessment.
SYLLABUS ACKNOWLEDGEMENT FORM – ENL 411, Sp 2013

Initial (do not check) each of the following:

I have read and understand:

_____ How Assessment will work
_____ Expectations for Mechanics.
_____ Expectations for Attendance.
_____ Expectations for class participation
_____ Expectations for electronic participation
_____ Expectations for workshop participation.
_____ Expectations for 6 – 9 hours of work outside of class for reading, collaborative work, and written homework.
_____ If I have questions relating to the class content or the mechanics of class operation, I will ask them in a public forum so every student may benefit from my query.

____________________________________________ (signature)
FEATURE COVER SHEET – for PROPOSALS & SUBMISSIONS

Use a copy of this form for all proposals - before writing.
Use a copy of this form as a top-sheet - after writing.
Handwritten is OK.

Student(s) names _________________________________

Date of submission ______________________________

TITLE ________________________________________________

ARTICLE TYPE (check one and only one):

____ PROFILE  ______ HOW-TO  ______ MULTISOURCE.

SOURCES

Name: ________________________________ Date of interview: ____________
Name: ________________________________ Date of interview: ____________
Name: ________________________________ Date of interview: ____________
Name: ________________________________ Date of interview: ____________

TARGET AUDIENCE

- AGE_____
- INCOME_____
- EDUCATION_____
- GENDER ______

LEDE

FIRST QUOTE

KICKER
FEATURE ABSTRACTS

Use a copy of this form for each of the 20 abstracts. Read at least 1/day. This form is required for your portfolio of abstracts due Feb 20. It MUST be typed, printed, and placed in a 3-ring binder.

Each article should be at least 800 words: at least 5 articles must be more than 1500 words.

ARTICLE TITLE & AUTHOR: APP. WORD COUNT:_____

________________________________________________________________________

________________________________________________________________________

JOURNAL AND DATE (include URL if relevant)

________________________________________________________________________

SUMMARY (50 words or fewer)

LEDE:

KICKER:

THE WRITER’S SOURCES

_________________________  __________________________  __________________________

_________________________  __________________________  __________________________

PURPOSES (check all that apply)

_____ Inform  _____ Entertain  _____ Provoke  _____ Persuade