

Course: ENGL 30                                      Division: 10                                      Also Listed As: JOUR 30

Term Effective: 200930, INACTIVE COURSE

Short Title: WRITING FOR PUBLICA

Full Title: Writing for Publication

<u>Contact Hours/Week</u>	<u>Units</u>	<u>Number of Weeks</u>	<u>Total Contact Hours</u>
Lecture: 3	3	17.34	Lecture: 52.02
Lab: 0			Lab: 0
Other: 0			Other: 0
Total: 3			Total: 52.02

Credit Status: D - Credit - Degree Applicable

Grading Modes: L - Standard Letter Grade  
 P - Pass/No Pass

Repeatability: Repeatability: N - Course may not be repeated

Schedule Types: 02 - Lecture and/or discussion

Course Description:

Students will learn how to launch themselves as freelance non-fiction writers in magazine, newspaper, and cyberspace markets. They will learn to tailor ideas, research stories, write effective query letters, and produce publishable work. Course will also survey marketing techniques and writing styles, and will provide important legal and ethical information for freelancers. This course is also listed as JOUR 30. This course has the option of a letter grade or pass/no pass.  
 ADVISORY: English 1A

## ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 199970

UC TRANSFER:

Not Transferable

PREREQUISITES:

COREQUISITES:

### STUDENT LEARNING OUTCOMES:

1. Student will demonstrate understanding of the magazine industry and its current challenges;
2. students will be able to compare possibilities for freelancers to possibilities for staff-writers;
3. students will be able to evaluate their own ideas from the point of view of potential editors;
4. students will present their ideas effectively in query letters and in articles;
5. students will evaluate various sources' usefulness for their research purposes;
6. students will demonstrate understanding of rudimentary media law and media ethics;
7. students will practice negotiating fair contracts for themselves;
8. students will evaluate for themselves the value of joining professional organizations and associations.
9. Students will understand legal and other differences in writing for online vs. print publications.

### TOPICS AND SCOPE:

Inactive Course: 12/08/2008

#### WEEK HOURS CONTENT

1	3	Introduction to magazine writing; History of U.S. magazines
2	3	Today's magazine industry
3	3	Markets and demographics
4	3	Inside three popular magazines: stables, staffs, and group journalism
5	3	Research
6	3	Getting Ideas
7	3	Choosing your form
8	3	Query letters
9	3	Writer-Editor relations
10	3	Interviewing
11	3	Organizing
12	3	Leads
13	3	Writing and rewriting
14	3	Conclusions: editing
15	3	Freelance law
16	3	Freelancer's magazine ethics

### 17 3 The Freelancing business

1. Students will research the history of one magazine of their choice for a short paper.
2. Using library resources, students will identify ten magazines they would like to query. They will do basic financial research on three of those ten.
3. Survey of magazine readers; research for magazine design.
4. Students will design a magazine of their choice, using magazine terminology and targeting a particular market.
5. Students will gather research resources on a topic of their choice.
6. Information-gathering interviews with local experts; self assessment exercise.
7. Students will choose two forms and write articles using those forms.
8. Students will prepare for an in-class exercise in which they act as "editors," critiquing a set of query letters to a hypothetical magazine.
9. Students will write a series of letters between an imaginary writer and imaginary editor.
10. Students will conduct three phone or in person interview for articles they wish to write.
11. Students will analyze, in writing, the organization of three magazine articles assigned to them.
12. Students will gather several leads for in-class analyses.
13. Students will prepare a draft to work on in class.
14. Students will complete several editing worksheets.
15. Students will complete final draft of two major magazine articles.
16. Students will develop personal codes of writing ethics.
17. Students will write an essay on their goals in publishing their writing.

#### COURSE OBJECTIVES:

##### Week 1

Students will know the goals of the course; students will discuss on paper why they are interested in writing for magazines; students will clarify their own goals for the class. Students will demonstrate understanding of the development of the magazine industry; students will be able to analyze major characteristics of the magazine business in the 18th, 19th, and 20th centuries; students will be able to explain the geographical concentration of magazines and students will be able to point to a half dozen magazines that are (or were) representative of important trends in magazine development in this century.

##### Week 2

Students will be able to summarize the state of the publishing industry today; students will demonstrate understanding of problems and issues facing the magazine and online publishing industries; students will learn four explanations for the proliferation of magazines in the last twenty-five years; students will learn four explanations for the difficulties new magazines face; students will be familiar with major periodicals in the field that can keep them up to date on magazines in the U.S.; students will compare online to print industries.

##### Week 3

Students will demonstrate understanding of basic market research techniques; students will demonstrate ability to design magazines for specific markets; students will be able to clearly explain their own family's demographics; students will demonstrate understanding of the problems involved in market-driven publishing.

#### Week 4

Students will demonstrate understanding of three kinds of magazines and their writing staffs—staffs, staff and group journalism; students will test theories about the effect of magazine organization upon quality of writing and/or information; students will demonstrate knowledge of basic magazine terminology; students will be able to draw a flow chart explaining the magazine production cycle from a point of view of writers and editors.

#### Week 5

Students will demonstrate understanding of the role of the editor at a magazine, students will demonstrate knowledge of four aids to writer-editor relations; students will be alert to five problems common between writers and editors; students will learn to do the deadline planning; students will demonstrate understanding of the financial and legal options they may be offered by editors; students will demonstrate understanding of basic contract terms used by most magazines; students will be able to differentiate between good and unsatisfactory contracts.

#### Week 6

Students will learn how to find people who can give them valuable information; students will demonstrate understanding of effective techniques for requesting and getting interviews; students will learn several steps to prepare for an interview; students will learn how to begin and end interviews; students will learn special techniques for phone interviews; students will practice interviewing in class; students will learn how to follow up interviews and cultivate sources.

#### Week 7

Students will learn basic prewriting techniques; students will learn four options to organizing their research; students will learn to use outlines for their magazine articles; students will demonstrate understanding of several forms of organization for a magazine article.

#### Week 8

Students will define what makes a good lead good; they will learn to recognize good leads; students will learn how to analyze and re-write problematic leads; students will demonstrate understanding of five kinds of commonly used leads; students will learn ten problems to avoid in leads.

#### Week 9

Students will learn how to look critically and constructively at their own work and at the work of their peers; students will learn basic revising tools; students will rewrite several short pieces and work in groups on a major revision of their work.

#### Week 10

Students will learn how to think a piece through to an effective, powerful conclusion; students will be able to analyze what makes conclusions weak; students will learn basics of editing for grammar, style, spelling and usage and will demonstrate knowledge of relevant guidebooks.

#### Week 11

Students will learn how the First Amendment has protected magazine publishing; students will learn how libel has affected magazines and their contents; students will demonstrate understanding of their rights to information under the FOIA and the Brown Act in California; students will demonstrate understanding of current legal issues facing magazines. Also, students will learn what electronics and copyright law says as it may pertain to their work.

#### Week 12

Students will learn an ethical framework for difficult decisions; students will apply the framework in a half dozen cases that could face them as writers; students will discuss race, class and gender issues as they relate to magazine ethics.

#### Week 13-16

Students will learn what they need to start off as freelancers; students will learn to identify and join relevant professional organizations; students will demonstrate understanding of good documentation and record-keeping for their freelance businesses. Students will demonstrate understanding of their career options in the magazine field.

#### METHODS OF INSTRUCTION:

Lecture, group work, guest speakers, exercises, practice sessions and analysis of magazine articles; application of theory in individual writing projects.

#### REPRESENTATIVE TEXTBOOKS:

*Freelancer and Staff Writer's* by William Rivers and Alison Work, 1986

or another appropriate college level text.

#### SUPPLEMENTAL DATA:

Basic Skills: N

Classification: A

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: ENGL

CSU Crosswalk Course Number: 30

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000456083

Sports/Physical Education Course: N

Taxonomy of Program: 150100