JOUR 325 (WI): Magazine Writing

Spring 2021

Study Abroad: International College of Seville
Online: Course site: Laulima: https://laulima.hawaii.edu/portal

INSTRUCTOR INFORMATION

Instructor: Professor Ann Auman
Office: TBD
Office Hours: TBD
E-mail: auman@hawaii.edu
Phone: 808-220-7725

Prerequisite: None

Syllabus change policy
Information contained in the course syllabus may be subject to change with reasonable advance notice, as deemed appropriate by the instructor. Updates to the syllabus will be communicated through Laulima.

About this course
This course has a Writing Intensive (WI) focus designation, and 95 percent of the course assignments involve writing. Students will develop writing competency through magazine-style stories about Spain and Spanish life, and a profile they write about themselves. This course will give you a good reason to explore Spanish life and history, delve into important issues affect the people and the region, and expand your knowledge through first-hand experiential learning activities. What better way to get to know a place than meet people and ask them a lot of questions! Come to class with a curious mind. What do you want to know about? Let’s find out together, and explore this magical place and its rich history.

You will look for story ideas through media, observation, talking to people and looking at social media. Making new friends is also a good way to get connected to interesting stories. Your host family will likely also spark some ideas, whether it’s about the food they cook for you or how to navigate the transit system, or their opinion on Catalonia or immigrants. And, how about field trips? We will share our experiences in class, and I’m sure your classmates will have ideas to help you develop your story ideas.

Student Learning Outcomes
This course is about magazine writing, sometimes called feature writing. The course will help you learn how to come up with story ideas, find the right magazine for your story or publish it on a blog, and then plan, research and write magazine articles and feature stories. The more work you do, the more you will learn. Most important: This course will
help improve your writing. That skill will be valuable all your life, personally and professionally, no matter what your career. You will also have fun exploring topics in Spain that interest you, whether that might be history, fashion, food, politics, religion, sports, and issues.

If you study the readings and complete the assignments, you will learn:
• To recognized and write different kinds of magazine stories, including profiles, issue pieces, personal narratives, reviews and more. **Writing assignments**, including multiple drafts with feedback.
• How to develop story ideas for different magazines and different topics. **Story idea pitches**.
• Good techniques for collecting information from people, organizations, reports, documents and other sources. For instance, you will learn how to interview people to get useful facts, interesting quotes and other material. **Demonstrated by providing lists of interview questions**, identifying sources for a story, doing your research on the topic and then gathering information and writing it.
• How to write stories that other people want to read. One essential tool you will learn is how to edit and rewrite your own material to improve it.
• Visual storytelling. You are encouraged to take photos and/or video that may enhance your story.

Study Abroad learning outcomes will be satisfied through the writing assignments about topics in Seville or on the field trips in Spain and Morocco.
1. Demonstrate your own cultural values and biases and how these impact your ability to work with others. **Self-profile**. Students will reflect on this when they write their profile at the beginning of the semester. They will write a **reflection** at the end and discover how much they have grown.
2. Demonstrate knowledge of diversity with a focus on the population or topic of interest in Seville. **Magazine article on a topic in Seville or field trips**.
3. Communicate appropriately and effectively with diverse individuals and groups. **Demonstrated through interviews for their article topic**.
4. Demonstrate increased capacity to analyze issues with appreciation for disparate viewpoints. **Demonstrated through writing assignment** that is issue-oriented so they have to gather different viewpoints and explain them.

**Top 15 Most Important Things About This**
1. This is a writing-intensive course. One of the university's requirements for writing-intensive courses is that you write a minimum of 4,000 words (about 16 pages of double-spaced typing). Writing this much will make you a better writer, and I will guide you along the way. In class we will learn about good grammar, punctuation, and strong writing techniques. We will also learn how to do story pitches, and share story ideas and source development.
2. For each assignment, submit a first draft to me by the due dates listed. This first draft is worth half of the assignment's grade, so do not submit a weak first draft.
Write the best possible first draft to ensure the best possible grade. I will offer suggestions to improve that first draft; follow those suggestions and submit a final version. That final version will count as the other half of your grade on each assignment.

3. Do not procrastinate on your assignments or you will fall behind, and it will be hard to catch up.

4. The final assignments are the most important. The first four assignments and the quiz are due in the first four weeks. Together, they are worth 45 percent of your overall grade. The final three assignments are more challenging, and you get three or four weeks for each. Collectively, they are worth 55 percent of your overall grade. Work hard on all your assignments but devote more time, thought and effort to these final three.

5. Read the instructions for each assignment carefully. The worst grades usually occur when students do not read the instructions or fail to follow the instructions. Take your time; a few extra minutes reading the assignment will pay off with a better submission.

6. Writing counts! This is a writing-intensive class, so if your assignments are full of grammatical errors, spelling mistakes, dropped words and typos you will lose points. Use the spell check in Laulima or in Microsoft Word. The grammatical tool in Microsoft Word can be helpful but is far from perfect. Or use Grammarly.

7. After you finish writing your assignments, reread and rewrite them before submitting. Editing your own work is an essential part of writing. Every good writer does it; in fact, good writers often spend far more time on their rewrites than the first go through. Use this time to carefully make corrections, choose better words, cut repetition and make other improvements.

8. Learn from your mistakes. When I edit your first drafts, I explain your errors, so don’t repeat errors that you made in one assignment in a later one.

9. Think before you write. Good writing starts with creativity and thoughtful ideas. Use the rewrite process to refine and improve your ideas, not just your writing.

10. There is no textbook, but there are readings posted in the Readings and Assignments section in Laulima. If you learn from the readings, your submissions will be better and earn higher grades. And you should also be reading a lot of magazine articles.

11. Please submit assignments through Laulima>Assignments. Paste your submissions into Laulima or attach a Microsoft Word file or text file. Do not submit pdfs; they cannot be edited by me to give you feedback. Do not send assignments to me via email; they will probably get lost! We will have group and individual conference meetings in class and by appointment.

12. Late assignments are penalized. If you can, submit assignments early and you will get feedback to improve your grade. However, a first draft, final version or quiz that is late is deducted up to 5 points. Assignments are due on the date listed.

13. Warning to procrastinators: If you turn in the first draft of any assignment during the last week of class, there may not be enough time for me to review it, return it to you for your revisions, and for you to submit the final version on time.
14. UH policy prohibits plagiarism. Plagiarism is the act of using another person’s words or ideas without giving credit to that person. Don’t do it.
15. There are no incompletes in this class.

**Readings and Assignments**

All the readings and assignments are listed in Laulima under the Readings and Assignments tab. Students are also expected to find magazine articles about Spain and to read/look at Spanish media (¡Hola! e.g. [https://us.hola.com/](https://us.hola.com/)) Each includes instructions and due date. Please meet your deadlines. Meeting deadlines is an important part of being a writer. Here is a summary of the assignments:

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<tr>
<th>Topics</th>
<th>Due date</th>
<th>Maximum Points</th>
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<tbody>
<tr>
<td>The magazine industry/Spain &amp; the world. Magazine markets and audiences. Reading 1: Good writing. Readings 2a and 2b. Seven types of articles. What is a magazine? Assignment 1: Self-Profile</td>
<td>First draft due TBD Final version due seven days after first draft returned</td>
<td>50 50</td>
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<tr>
<td>The Profile: Where Life Stories come to Life Quiz on Readings 1, 2a and 2b</td>
<td>Due: TBD</td>
<td>50</td>
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<td>Finding story ideas; anniversaries; evergreen topics. Writing a pitch and query letter. Do Assignment 2 – Topic of your choice</td>
<td>First draft due TBD Final version due seven days after first draft returned</td>
<td>50 50</td>
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<td>Story Structure: The Building Blocks of Good Storytelling. Finish Reading 3, then do Assignment 3 – Life in Seville</td>
<td>First draft due TBD Final version due seven days after first draft returned</td>
<td>50 50</td>
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<tr>
<td>Writing in-depth stories Reading 4, Assignment 4 – Historical or Political Spain</td>
<td>First draft due TBD Final version due seven days after first draft returned</td>
<td>50 50</td>
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<tr>
<td>Activity</td>
<td>Due Dates</td>
<td>Points</td>
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<td>Travel Writing; bilingual interviews</td>
<td>First draft due TBD</td>
<td>50</td>
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<td>Finish Reading 5, then do Assignment 5</td>
<td>Final version due seven days after first draft returned</td>
<td>50</td>
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<tr>
<td>– field trip or travel article</td>
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<tr>
<td>Writing reviews; arts, culture and music</td>
<td>First draft due TBD</td>
<td>100</td>
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<tr>
<td>Finish Reading 6, then do Assignment 6</td>
<td>Final version due seven days after first draft returned</td>
<td>100</td>
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<td>– Culture and Arts in Spain</td>
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<td>Do Assignment 7- Reflection on Seville</td>
<td>First draft due TBD</td>
<td>125</td>
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<td></td>
<td>Final version due TBD</td>
<td>125</td>
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<td>Total points</td>
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<td>1,000</td>
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**NOTE:** No first drafts or final versions will be accepted after the last week of class.

**Late Work/Flawed assignments; absences.**

Late work is normally not accepted unless you have a REALLY GOOD excuse. If there are extenuating circumstances, such as a major illness or death in the family, please provide documentation (e.g. doctor’s notes, death certificate or announcement in the newspaper or online). If you are getting married, have an upcoming event etc. you must let me know far in advance so you can do the required assignments BEFORE, not after the event. Athletes provide a note with their travel schedule.

Flawed assignments: Submitting assignments on deadline in the correct form and following instructions is an important part of developing good professional work habits and reflects well on your sense of responsibility. Late assignments will be penalized, as will assignments that do not follow instructions, such as submitting them in the wrong place in Laulima or emailing them to me rather than posting them in the correct folder. Also, please pay attention to writing. This is a writing intensive class. Posts with grammatical and spelling errors will be docked points.

**Extra Credit**

There may be a few extra credit opportunities, such as attending special field trips or speakers, or a special writing assignment. These will be available to everyone. There is no individual extra credit.
Final Grade
You will receive a letter grade based on the following scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
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<tr>
<td>A</td>
<td>94-97.5</td>
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<tr>
<td>A-</td>
<td>90-93.5</td>
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<tr>
<td>B+</td>
<td>87.5-89.5</td>
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<tr>
<td>B</td>
<td>84-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-83.5</td>
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<tr>
<td>C+</td>
<td>77.5-79.5</td>
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<tr>
<td>C</td>
<td>74-77</td>
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<tr>
<td>C-</td>
<td>70-73.5</td>
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<tr>
<td>D+</td>
<td>67.5-69.5</td>
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<tr>
<td>D</td>
<td>64-67</td>
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<td>D-</td>
<td>60-63.5</td>
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<td>F</td>
<td>59</td>
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Course policies

**Attentiveness.** Please pay attention to deadlines. Go on the course website at least three times a week. Check the Weekly Calendar. Look for emails and announcements from me. Be motivated. Meet deadlines.

**Code of Ethics.** Uphold the university’s and the journalism profession’s codes related to honesty and responsibility. Plagiarism and other violations will result in disciplinary action. Be aware that the Digital Era has made it much easier for people to steal the work of others, but it has also made it much easier to identify such behavior.

**Professionalism.** Be civil in online posts. Read your classmates’ posts in the FORUMS.

**Back It Up!** Don’t forget to back up all your work. Use a reliable storage medium and save your work. If you should have a computer malfunction, you do not want to lose all your hard work. Save frequently.

**Talk About It.** If you are having problems or need guidance, please consult me early on.
Here are the Rubrics for evaluating the first and final drafts.

**Story Evaluation Rubric**

Reporting (R)
___1. Quality of sources (5)
___2. Thoroughness, including no missing relevant information (5)
___3. Quality and use of quotes (5)
___4. Accuracy (5)

Writing (W)
___1. Focus (did you convey the point of the story clearly? (10)
___2. Lead (5)
___3. Organization, including pacing and flow of the story (5)
___4. Grammar, punctuation and word choice. Spelling and AP Style (5)
___5. Clarity, sentence structure and tight writing (5)
GRADE _______/50 %

EDITING/Final Draft evaluation

Story ______________ Name____________________________

___ Lead. Strength of the lead: News judgment; tightly written, correct mechanically (grammar etc.); accurate. Focused.

**Mechanics of copy editing** (Each error is worth one point off; additional points off for errors of accuracy, including putting quotes around something that’s not a quote.)

___ (SP) Spelling

___ (AP) AP Style (See Style-Titles sheet) a) Formal title before a name
b) Informal, descriptive, not caps

___ (P) Punctuation a) No comma between subject and its verb; no clause inserted
b) Essential clause does not have commas
c) Non-essential clause needs two commas
d) Comma separates two independent clauses
e) An appositive has commas

___ (GR) Grammar a) subject-verb agreement
b) pronoun antecedent agreement
c) Dangling modifier; not a logical connection
d) verb tense

___ (SS) Sentence structure not awkward.

___ (R) Concise. Not repetitive, redundant or wordy.

___ (Q/Att.) Correct use of quotes and attribution.

___ (WC) Correct word choice; precision of the language; avoids cliches and journalese.
Editing for content, meaning and story structure

___ (C) Clarity. Clear and immediately understandable to readers. Not confusing. No jargon.

___ (Acc./Edit.) Accuracy, fairness and objectivity. Absence of writer’s opinion except in editorials or analysis pieces.

___ (Org./Trans.) Organization. Properly organized; correct transition between sentences and between paragraphs.

___ (M.I.) Complete. No missing information, such as someone’s title. Story backs up the lead. Does the story make sense?

___ Headline/Title or visuals.

___ Total score out of 50

Institutional Learning Outcomes

University of Hawai‘i at Mānoa ILOs

Please review the following institutional policies on the Web:

Student Responsibilities - Campus Policies Website

● Effort and Time
● Proctored (or ID Verification) Activity
● Netiquette
● Online Safety
● Academic Honesty
● Student Conduct Code

College Policies

Disabilities Accommodations Statement

The KOKUA Program (Kahi O Ka Ulu ‘Ana - “The Place of Growing”) is UH Mānoa’s primary campus unit responsible for providing disability access services to students with disabilities toward equal opportunity. Creating equal access is a shared responsibility of students, faculty, KOKUA, and the entire campus community. KOKUA is administratively situated in the Office of Student Equity, Excellence & Diversity within the Division of Student Affairs.

Respecting the worth, dignity and rights of students with disabilities, the KOKUA Program has, since its inception in 1966, striven:

● To promote equal educational opportunity for/with these students by providing appropriate disability access services, upon request and in accordance with legitimate need, in order to offset restriction related to their disability;

● To promote the growth and development of these students by encouraging their self-reliance, resourcefulness, and responsibility; and
To foster faculty, administrative and staff receptivity, flexibility and objectivity in their interactions with these students.

Self-Identification
Students with disabilities meet the same admission standards as do their peers without disabilities. They are therefore considered to be “otherwise qualified” and may not be discriminated against on the basis of their disabilities lest the institution have violated their civil rights as persons with disabilities. Disability status is not factored into admission decisions.

Students with disabilities must self-identify to the KOKUA Program and complete the intake process before receiving disability access services (commonly referred to as accommodations, academic adjustments and auxiliary aides). To ensure prompt and effective provision of services, students should contact KOKUA as early as possible for initial intake and before the start of each term thereafter.

Intake
Mānoa students who are pursuing disability access services are required to participate in KOKUA’s initial intake appointment. This intake appointment with a KOKUA Counselor will begin an interactive process with KOKUA so that we might understand the connection between your disability and related access service needs. KOKUA will learn more about your disability condition and understand how this impacts your learning. During this appointment, KOKUA will determine what services you are authorized to receive.

Term-specific Services
Current students are requested to meet with their assigned KOKUA Counselor at least once each term to discuss current and future needs. If access services are needed for the current or upcoming term, students need to sign KOKUA’s Service Agreement Form. KOKUA will never disclose your disability status or otherwise arrange for services without your express permission. KOKUA students are expected to be equal partners with KOKUA and faculty in communicating access needs and requests in a timely way, and KOKUA students are expected to follow KOKUA’s respective procedures and policies.

Disability Civil Rights Laws
Terms like IDEA (Individual with Disabilities Education Act), IEPs (Individualized Education Plans) and Special Education are K-12 terms that do not apply to postsecondary institutions.

The disability-related civil rights laws that apply in postsecondary institutions are: Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA).
Section 504

Section 504 prohibits discrimination on the basis of disability in programs and activities that receive federal funding.

Under Section 504 regulations, postsecondary institutions are also required to provide "academic adjustments" and "auxiliary aids" to qualified students with disabilities in order to afford these students an equal opportunity to participate in the school’s program(s).

In order to be protected under Section 504, students must be considered "qualified" – i.e. they must be able to meet all academic and/or technical standards for admission or participation in the educational program or activity. In addition, they must have a "disability," which means that they:

1. have a physical or mental impairment that substantially limits one or more major life activities,
2. have a record of such impairment;
3. are regarded as having such an impairment.

"Major life activities" include seeing, hearing, learning, reading, concentrating, and thinking.

Americans with Disabilities Act Title II of the ADA applies to all public colleges and universities, regardless of whether they receive federal funding. Under Title II regulations, institutions are also required to take appropriate steps to ensure that communications with individuals with disabilities are as effective as communications with others.

In order to receive an academic adjustment or auxiliary aid and service – commonly referred to as accommodations – a student must self-identify that he/she has a disability. Postsecondary institutions are not required to provide an accommodation that would change essential academic requirements; would fundamentally alter the nature of a service, program or activity; or would result in an undue financial or administrative burden.

Kokua Program

Under the Americans with Disabilities Act (Title II) and the Rehabilitation act of 1973-section 504 and 508, individuals with disabilities have protections against discrimination and are assured access to programs, services and activities. For more information see “Americans with Disabilities Act” and “Rehabilitation Act of 1973 – Section 504 or Section 508”.

Students must self-identify to the DSSO and complete the intake process before receiving reasonable accommodations for the first time. Students must formally request specific academic adjustments/auxiliary aids, provided as accommodations, and substantiate that request with supporting documentation. To ensure the prompt and effective provision of accommodations, students should contact the DSSO as early as possible.

Visit the Kokua Program Website for more information.
Title IX Disclosure

Title IX is a landmark federal civil rights that prohibits sex discrimination in education. Members of the UH Mānoa community, guests and visitors have the right to be free from all forms of sex/gender harassment, discrimination and misconduct, examples of which can include acts of sexual violence, sexual harassment, domestic violence, dating violence and stalking. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others.

To learn more about Title IX please visit the UH Manoa Campus Title IX Website. Reporting: If a student chooses to confide in a faculty member or if a faculty member observes an incident regarding an issue of sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, and gender-based bullying and hazing, faculty are required by federal law to report these issues to

- Dr. Dee Uwono, UHM's Title IX Coordinator - (808) 956-2299, t9uhm@hawaii.edu

Confidentiality: If a student does not wish to formally report an incident to a faculty member, but wishes to speak to someone confidentially about any of the behaviors listed above, the student can speak to the confidential space counselors on campus:

- Counseling and Student Development Center - (808) 956-7927, uhmcsdc@hawaii.edu

If you have experienced or observed discrimination or harassment you may make a formal complaint by contacting the Title IX Coordinator, Dr. Dee Uwono, UHM's Title IX Coordinator - (808) 956-2299, t9uhm@hawaii.edu.

Privacy and Confidentiality

Out of respect for your privacy, I will maintain confidentiality about comments and discussions made by students in class and I expect all students to do the same. However, if this is an online course it may be analyzed for evaluation and assessment purposes. Should this occur, college faculty and staff will have access to course materials and student discussions.

Grades will be kept confidential, and I will do my best to respect students’ requests that their course materials be kept confidential. However, if bullying or inappropriate material appears, I reserve the right to share these materials with the UH Mānoa administration.

Right to Resolve Academic Grievances

Any student who believes that a faculty member has acted improperly or in a manner otherwise inconsistent with the faculty member’s responsibilities or the student’s customary academic expectations, may initiate action to achieve a remedy. Read more about the policy in the college catalog, or on the UHM Office of Student Affairs website under Academic Grievance Procedures.

Systemwide Student Conduct Code

To support a positive and safe learning environment, all students are required to adhere to the student conduct code.
The student conduct code includes acts of academic dishonesty. Acts of dishonesty, include but are not limited to the following:

1. Cheating, plagiarism, or other forms of academic dishonesty.
2. Furnishing false information to any UH official, faculty member, or office.
3. Forgery, alteration, or misuse of any UH document, record, or form of identification.

Alleged violations of the student conduct code are taken seriously and may be reported to administration for investigation and disciplinary action.

Student Professionalism

Online discussions and peer feedback on written work are invaluable. However, we must observe appropriate behavior online, just as we would in a classroom. Here are a few guidelines:

1. Do not use all CAPS in online communication. ALL CAPS usually indicate that the writer is shouting, and this could set up an uncomfortable situation.
2. Use correct spelling, capitalization and punctuation in ALL correspondence. Do not use “texting” language.
3. At all times, be respectful to each other. Choose your words carefully. When communicating online, words can be misunderstood, so make sure to proofread before posting and consider how someone might misinterpret them.
4. Express differences of opinion in a polite and rational way.
5. Maintain an environment of constructive criticism when commenting on the work of other students.
6. Avoid bringing up irrelevant topics when involved in group discussions or other collaborative activities.
7. If you ever receive an e-mail or response in discussions that is not appropriate, please contact your instructor immediately. I have a no tolerance policy to anything that appears to be harassing, impolite, insulting or which uses profanity. Situations like this may be referred to the Dean and corrective action will be taken.

If at any time you need support or assistance, seek help immediately. See below for a list links and/or phone numbers of support services available in person, by phone, or online to help you.

**Academic Support Services** – (If you need help with your coursework)

- **Instructor:** I am available to help you in person, by phone, or online. Contact me to schedule an individual meeting. (My contact info is at the beginning of this syllabus.)
- **Tutoring Support**
- **In-Person:** Manoa Learning Assistance Center, Student Success Center, Sinclair Library
- **Online:** Online Learning Academy
• **Library and Learning Resources** - students can find access to library collections, online resources, etc.
• **Manoa Student Success Center**
• **Statewide Testing Centers** - for taking a proctored test required by some courses.

**Student Support Services** – (academic advising; financial aid or personal counseling)

- Advising and Counseling: [Manoa Advising Center](#)
- Services for students with disabilities: [Manoa Disability Services](#)
- Financial Aid: [Manoa Financial Aid Services](#)

**Technical Support Services**

- [UH ITS Computer Help Desk](#) – email help@hawaii.edu or call 956-8883 (or toll free at 1-800- 558-2669 from the neighbor islands)
- Laulima Assistance Form – Click on the link at the bottom of any Laulima Page to fill out and submit a question and get your answer via email.

To access specific student policy statements, please visit the [Campus Policies and Information](#) page.