SJSU SAN JOSÉ STATE UNIVERSITY

College of Humanities and the Arts · English & Comparative Literature

Writing for Professional Publications Section 01

ENGL 129

Spring 2023   4 Unit(s)   01/25/2023 to 05/15/2023   Modified 01/20/2023

🖥 Course Description and Requisites

Professional and workplace writing where students learn new writing skills and expand their professional portfolio. Content may include writing for social media, marketing copy, nonprofits, and website content. Students write to get published on topics such as food, music, movies, video games, fashion, high-tech, and science. Class projects may include feature articles, reviews, interviews, marketing plans, the English Department magazine, an in-class podcast series, instructional videos, and a weekly updated blog.

Prerequisite: Upper division standing.

Letter Graded

✳ Classroom Protocols

This section provides information on classroom-specific policies. Please be aware that these policies vary from class to class, even within the same department. Make sure to familiarize yourself with the specific policies of each class.

In-Person Classes

This course is intended to meet in person for the Spring 2023 semester. If for any reason courses are switched to an online mode, this class will be conducted as a synchronous class via Zoom. Otherwise, the course will continue in person.

Online Access and Technology

You are responsible for checking your email and the Canvas course page regularly. For help with using Canvas see Canvas Student Resources page at http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources.

Our reading assignments, major assignments, handouts, and important announcements will be posted on Canvas. If, for any reason, Canvas is not working or a link/document is not working, please contact me as soon as possible. In addition, if you notice something on Canvas is incorrect (the wrong document uploaded, a seemingly incorrect grade entered, etc.), please notify me.

To reduce the number of materials that need to be printed and also to reduce the number of shared documents, you will be asked to access course documents via computer or tablet during class. Some course materials can be viewed on your mobile phone, but many in-class activities will ask you to be able to edit/type on the documents. If you do not have a laptop or tablet that can be brought to class, you can rent equipment from Student Computing Services at the library.

You should also check your SJSU email regularly. If you do not use your official SJSU account to email me, please include your name and student ID with your email. I will try to respond to emails on the day they are received, but emails received after 5 p.m. may not be answered until the next day. Emails received after 5 p.m. on Friday and throughout the weekend may not receive replies until Monday morning.**Please don't hesitate to contact me if you need help!**

Attendance

Missing more than a few days of class will significantly affect your understanding of the material because we spend a lot of time in class digging into the concepts and doing in-class activities about those concepts. *If you miss class, please consult the syllabus, course schedule, Canvas page, and your classmates.*

I would appreciate that you notify me if you are unable to attend class. Please, please, please don't disappear on me. If you are dealing with something major that's getting in the way of regular attendance, let me know. You don't need to give me details, but let's discuss so we can come up with a game plan.

If you attend class, you should be planning to stay the entire duration. If you need arrive late or leave early during a specific class, please let me know.

Late Work

Professional writers and editors in the workplace are expected to make and/or keep up with deadlines, and part of the purpose of this class (and the others in the PTW program) is to prepare you for that reality. In the workplace, if you are not able to complete a project on time, you would either have to 1) meet with your supervisor/team/client to negotiate the deadline or 2) work all night to get it done on time.

Thus, **I do not accept late on any work unless you have spoken to me beforehand and we have negotiated a new deadline**. New deadlines should be negotiated *at least 12 hours before the deadline*. If you have emailed me to ask for an extension less than 12 hours before the due date, particularly after 5 p.m., you should not assume an extension will be granted.

(That said, I have an open-door policy for a reason—come talk to me if something is up.)

Classroom Conduct

Be kind to each other. You are to treat the instructor, any guests or substitute instructors, and your classmates with respect and courteous behavior. Keep in mind that we likely come from different backgrounds, honor different belief systems, have access to different tools, struggle with different concepts, and excel at different tasks and responsibilities. And that's okay.

Treat the classroom as a professional workspace. Remember that you are in a professional environment and that you're training to be in an ever-more professional environment. Be yourselves but be respectful of each other.

Here are some simple ways to treat each other with respect in this class:

- Listen when people speak
- Look at someone when they are speaking
- Use nonverbal cues to let someone know you're listening
- Avoid using your phone or browsing on your computer when others are speaking
- Take out headphones/ear buds when others are speaking
- Speak clearly and loudly so others can hear you
- If working in groups...
  - Determine roles/responsibilities before beginning a project
  - Create shared calendars and documents
  - Make sure everyone has access to group documents
  - Contribute and allow space for others to contribute
  - If you disagree with someone else in the group, explain your reasoning and consult the rest of the group if the disagreement continues
  - Stay on task until the project is completed

Academic and Professional Integrity

In both your academic and professional careers, you are expected to act with integrity. You are in this class for more than a grade: you are here to emerge with actual skills—skills that are not developed through cheating. Though it most likely will not be an issue, any plagiarism or unauthorized borrowing from your colleagues' brains will not be tolerated in this class and will be reported directly to Student Conduct and Ethical Development.

Basic Needs Security

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact SJSU Cares. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

My Open-Door Policy

Student Meeting Hours are always for you. I'm happy to talk with you at any time about the readings, assignments, and any other aspect of the course.

Because I understand that sometimes student meetings hours can be difficult to get to, I'm always happy to meet with you at another time. All you need to do is chat with me before/after class or send me an email with your availability.

COVID-related Policies

I expect these policies will continue to evolve during this semester, but for now, here are the expectations for this class.

Vaccination

Students must continue to comply with the CSU Vaccination Policy (https://comm.sjsu.edu/NjYzLVVLUS05OTgAAAGIl6lIS1nbQocq8nvNm96tGZ2RWZgT4dfO2V77Yvypg4IioVnHZU4yMQkjftx0Hs5xT51SRSU=) and SJSU Presidential Directive 012022. (https://comm.sjsu.edu/NjYzLVVLUS05OTgAAAGIl6lIS6fhNk4tm9xIVQrDvUcC3hqXap62ZHPezvhXe8YytqYWZ8tqTmIuF1Lr34lP-Pj9HMo=) Employees are also required to comply with the CSU Vaccination Policy (https://comm.sjsu.edu/NjYzLVVLUS05OTgAAAGIl6lIS1nbQocq8nvNm96tGZ2RWZgT4dfO2V77Yvypg4IioVnHZU4yMQkjftx0Hs5xT51SRSU=). This policy requires that students, faculty and staff remain current on boosters for which they are eligible.

For more information on the vaccination requirement and how to submit your vaccination status, please see SJSU's vaccine policy at https://www.sjsu.edu/medical/services/covid-vaccine.php.

Masking

SJSU's mask policies are determined by the rate of COVID transition in the campus community. Our classroom masking policies will reflect the university's policies at any given time. If masking is required during the semester, students should wear a mask over both their noses and mouths throughout the direction of class time. Face masks should not have vents, mesh, or any other holes.

I will try to keep you updated about any changing mask guidance, but you should also keep up-to-date with announcements from the university, usually sent via email.

For more on SJSU's mask policy and other health advisories, visit the Health Advisors dashboard located at https://www.sjsu.edu/healthadvisories/ (https://www.sjsu.edu/healthadvisories/).

Need a Place to Be Between Classes or While Taking Online Classes?

SJSU has designated available classrooms for student study and workspace purposes. When these classrooms are not in use for teaching purposes, they are available for students to use. Students may use the classrooms for individual or group studying, attending online classes while on campus, and other student work activities. All classrooms have wifi. Only a limited number of outlets are available in any classroom.

Find out the availability of these classrooms here: https://www.sjsu.edu/learnanywhere/campus-resources/study-resources.php

⊞ Program Information

The following statement has been adopted by the Department of English for inclusion in all syllabi: In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System").

Grades issued must represent a full range of student performance:
- A = excellent;
- B = above average;
- C = average;

- D = below average;
- F = failure.

Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a +(plus) or -(minus) grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

Program Learning Outcomes (PLO)
Upon successful completion of an undergraduate degree program in the Department of English and Comparative Literature, students will be able to:
1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.
2. Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
5. Articulate the relations among culture, history, and texts, including structures of power.

Department Information:

Department Name: English and Comparative Literature
Department Office: FO 102
Department Website: www.sjsu.edu/english (https://www.sjsu.edu/english)
Department email: english@sjsu.edu (mailto:english@sjsu.edu)
Department phone number: 408-924-4425

.ılıl Course Learning Outcomes (CLOs)

The ultimate goal of this course is to provide you with opportunities to practice writing in a variety of genres that may be important for professional publications, either in your future workplace or for freelancing opportunities. This goal can be understood as a set of smaller goals. By the end of this class, you will be able to:

1. Analyze texts to better understand the elements of professional genres, such as organization, style, relationship to audience, and design.
2. Analyze professional publications to better understand both the publication audience's expectations and the types of texts that are published there.
3. Create engaging narratives to appeal to publication venues and inform and delight audiences.
4. Produce marketable writing within various genres of professional writing.
5. Use skills and digital tools that are frequently employed by professional writers.
6. Assess, revise, and edit your own writing.
7. Articulate the significance of your writing to stakeholders, such as through pitches and portfolio descriptions.
8. Work professionally with stakeholders and other writers, both as an editor of other students' writing, and in the group production of both articles and publications.

▤ Course Materials

All readings for this class will be posted to Canvas. Such an arrangement allows us to stay current with what's going on in publishing, and also lets me tailor our readings to class interests. I expect you to have the course reading available to you during class discussions, either as a printed copy or on your preferred device.

≔ Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities,

completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf. You can also find more information on the University's Syllabus Information web page at https://www.sjsu.edu/curriculum/courses/syllabus-info.php (https://www.sjsu.edu/curriculum/courses/syllabus-info.php).

Readings

The readings in this class are fairly short and specifically chosen to highlight a particular aspect of engaging writing (setting, details, dialogue, narrative building, design, etc.) or to demonstrate a particular genre. I expect everyone to show up to class not only having read these short assignments but also to have read and thought about the discussion questions before class. If it starts to seem like people are not doing the reading, I will incorporate short quizzes, which will take on the point value of the in-class assignments.

It's important to note that while there might be lecture aspects of the class, this is not solely a lecture class. We are analyzing writing to find ways to improve our own writing. Whether or not our class time is worthwhile is entirely dependent on how well you prepare.

In-Class Activities/Quizzes

Most likely, I will be assigning short in-class activities about or based on the readings and/or class topic. Depending on the activity, you may be working individually or in a group. In-class activities may be at the beginning, in the middle, or at the end of class. To avoid missing these exercises, plan to arrive for class on time and stay for the entire duration of class.

If it seems that members of the class are not participating in the course reading assignments, reading quizzes may take the place of in-class activities.

(CLO 1, 2)

Major Projects

You will complete the following assignments (some of these assignments will have pre-writing elements that will also be turned in):

Assignment #1: Listicle

For this assignment, authors will write a short listicle for publication on a blog or popular press site like *Buzzfeed*. The listicle topic should be one that the author has expertise in: for example, if the author is a dog walker, a listicle could be "Top 10 Dog Breeds to Go Hiking With"; if the author is a coffee shop aficionado, the listicle could be "Top 5 Lattes in Downtown San Jose." Feel free to reach out to me to brainstorm ideas.

(CLO 1, 3, 4, 6)

Assignment #2: English Department Newsletter

Working in writing pairs/groups, authors will take on a topic for the English Department Newsletter. A list of possible topics of interest will be provided by faculty and staff of the English Department, but authors may also propose topics. Writing this article will likely require an interview with an English department faculty/staff member or another student. Because this article will eventually be published and distributed to the department, it may need several revisions before the article is accepted for publication.

Throughout the semester, students will work in larger production groups to create graphics for, design, fact-check, and copyedit the newsletter to ensure it is ready for publication prior to the end of the semester.

(CLO 1, 2, 3, 4, 5, 6, 7, 8)

Assignment #3: Review

Authors will write an extended review of a product, service, location, event, media, or other reviewable item. Authors should write a review of something that they are familiar with or something in a field that they are familiar with. Instead of writing a blurb that only reviews your subject, you will embed the review in a longer piece that helps us to more deeply understand the contexts surrounding the subject or that gives it a more engaging spin. For example, instead of use a movie review, the author might extend the review by providing some detail about the career of the director or its use of a particular film technique.

(CLO 1, 3, 4, 5, 6)

Assignment #4: Micro-Profile

Authors will write a very short profile in the style of *Content Magazine*, a local publication. Unlike the extended review, authors will be working on telling a succinct, poignant story about a person or an organization in just a few paragraphs. In addition, authors will analyze the design elements that *Content* employs and will use Adobe InDesign to lay-out their profile in a similar style.

(CLO 1, 2, 3, 4, 5, 6, 8)

Assignment #5: Feature Article

Authors will put together the skills they've practiced so far to write a feature article on a topic of their choosing. First, authors will identify a publication they'd like to submit to (hypothetically, though feel free to do so if the pub is accepting submissions) and will analyze the content and audience of said publication to produce a persuasive pitch. With this analysis in mind, authors will write a feature article (an article that "features" an in-depth discussion of a particular person, organization, place, event, idea, etc.) that would fit with that publication and audience. Feature articles are not academic essays and they are not personal essays -- they may use elements of both, but ultimately should be accessible to and intriguing to the audience of the publication.

(CLO 1, 2, 3, 4, 6, 7)

Assignment #6: Online Portfolio

Authors will use an online portfolio system or online website provider to create a portfolio of revised/edited works from this and other classes (if applicable). If, for any reason, an author does not want their work displayed online, the author can alternatively submit a "print" portfolio.

(CLO 1, 2, 3, 4, 5, 6, 7)

Major Project Supplemental Assignments

In order to prepare for some of your larger major projects, you'll also work on a few supplemental assignments that will serve as scaffolding for those major projects. These shorter assignments are worth fewer points than the major assignments, but they provide an opportunity for you to receive feedback on your early project plans. Supplemental assignments may be started in class but in most cases, they will be completed as homework. Assignments 2, 5, and 6 include supplemental assignments.

(CLO 1, 2, 5, 6, 7, 8)

Major Project Revision

In this course, you'll have a chance to revise **one** assignment for which you did not receive the grade you wanted. The assignment will be regraded and the original grade will be changed to reflect the grade of the revision. Only assignments you complete individually are eligible for this revision: Assignments 1, 3, 4, and 5.

This opportunity does not apply to assignments that were not turned in at all (i.e., you can't just say "I don't have time for this right now so I'll submit it as my revision later). The point of this additional opportunity is that you will have my comments and will be able to use them to make active revisions to strengthen the piece. If you can't find anything to revise, that likely means you do not need to participate in this opportunity.

When submitting your revision, you'll also include a brief summary of the changes you've made; if you've decided not to incorporate some of my notes, you can also explain why you felt these changes weren't needed. More guidance for this revision assignment will be added on Canvas.

Draft Workshops

Sharing writing with others and getting advice are major aspects of this class. Professional writers are not only expected to produce quality writing, but they are also expected to give helpful advice to others.

To get points for draft workshops in this class, you'll need to do two things: 1) participate in the in-class peer review of drafts and 2) submit a complete draft -- with a beginning, middle, and end. I will still comment on incomplete drafts/outlines but you won't receive full points for the draft. Draft point values are small and in the past, I didn't even give points for drafts at all: however, I

really want you to come out of this class with polished texts that could go right into a portfolio. My comments will be far more useful on a complete draft than on an outline. If you're stuck on how to complete a full draft or you'd just like my commentary earlier, make an appointment to come see me. I love brainstorming!

(CLO 1, 2, 3, 4, 5, 6, 7, 8)

Production Teams

For the *English Department Newsletter,* you will be assigned a production team. These production teams are your opportunity to learn how a publication develops within professional collaborations AND are a good line to put on your resumes. You will be graded as to how well you complete your duties.

Note: Though I have set aside time in class for some production activities and meetings, some of these activities will need to be conducted outside of class time.

One-Unit Enhancement

Because this is a four-unit course rather than a three-unit course, the delineation for the one-unit enhancement is seen below:

Course Component	Student Work	Instructor Engagement
Regular 3 Units (9 hrs/week)	Reading and considering discussion questions, engaging in individual and group in-class activities, writing and editing major assignments	Class contact hours, prepare in-class activities, design discussion questions, evaluate student work and provide feedback, meet with students, evaluation of projects
Enhanced Activities 1 unit (3 hrs/week)	The fourth unit will allow students to explore writing beyond just written text. Students in this course will also be interviewing subjects outside of class (Assignment 2 and 4), putting written text into designed pages with Adobe InDesign (Assignment 4), and using digital tools to present their work (Assignment 6).	Guidance to students during project work time and additional scheduled meetings, facilitating newsletter contacts, evaluation and assessment of projects, mediating group issues as applicable, technology tutorials and one-on-one work with editing and document design software

✔ Grading Information

Grades on Canvas

Because I want you to know how you are doing in the class at all times, I will be updating your grades on Canvas as I give them. It is part of my job as an instructor to return work in a timely fashion. Though I try my best to check and doublecheck grades, it is part of your job as a student to make sure that I am entering correct grades for you. If you see an error in a grade, please come to me immediately; don't wait until the end of the semester when things get hectic.

Grading Disputes

Please do your part to make sure I've calculated your grade correctly and bring any errors on my part to my attention immediately. (Obviously, if I erred in your favor, I'm not expecting you to speak up. That's on me.) Otherwise, if you are concerned about a grade you received, our conversations will be about how you can do better on the next assignment.

Draft Commentary

In assessing your rough drafts, I take the time to comment extensively on organization, style, transition between ideas, beginnings, endings—the important stuff. I usually don't spend much time correcting typos or errors (though I may highlight them) unless I see you consistently making mistakes that interfere with readability. I generally record my commentary and include a short discussion of how your draft fits or lacks components of the assignment's rubric.

Final Submission Feedback

My commenting will be more limited. I compare your final draft against your rough draft, looking at how well you incorporated feedback and how much effort you put into revising your work. My feedback at this stage is primarily reflected in the grading rubric. Look to where you missed out on points to see where you can improve and meet with me for more specific feedback.

Criteria

Type	Weight	Topic	Notes
Listicle	100 points	Project 1	
Newsletter Article	150 points	Project 2	
Newsletter Article Pitch	25 points	Project 2	
Newsletter Production Work	50 points	Project 2	
Review	150 points	Project 3	
Microprofile	150 points	Project 4	100 points for written article, 50 points for quality of design
Feature Article	150 points	Project 5	
Feature Article Pitch	25 points	Project 5	
Online Portfolio	50 points	Project 6	
In-Class Assignments/Quizzes	100 points	Non-project work	5-10 points each, depending on the assignment
Drafts/Draft Workshop	50 points	Projects 1, 2, 3, 4, and 5	5 points for turning in a COMPLETE draft (beginning, middle, and end), even if you can't attend the draft review workshop 5 points for participating in draft review workshop, even if you don't have a full draft

Breakdown

In-class activities, as well as drafts and draft workshops, are graded on completion (complete / not complete). Quizzes will be graded based on correct and incorrect answers. Supplemental assignments will mostly be graded on completion, though significant lack of detail may result in a grade somewhere between complete and not complete.

For major projects, the following grading scale is used (with more specific rubrics for each assignment):

- An "A" is earned by work that is consistently excellent, professional, and publishable. In this class, "A" caliber professional text would demonstrate that the author understands the hallmarks of the genre and the expectations of the

audience/publication (if applicable). Texts that earn an "A" will show dedication to creating a lively narrative, building a purposeful organization/structure, crafting an appropriate style/tone, and using appropriate word choice and syntax. These texts will be well-proofread, though they may not have to be necessarily "grammatically correct" and may even be purposefully incorrect if this style fits the genre, publication, and audience. In a professional publication, assuming that a publication these texts would likely be accepted for publication with only minor corrections.

- A "B" is earned by work that is consistently above average—and occasionally excellent. A "B" text shows that the author understands the genre, publication, and audience at most times, but may have a few times where it slips in narrative, style, organization, or word choice/syntax. In the professional world, these texts would likely be accepted for publication after another round of revisions.

- A "C" is earned by work that is still developing. A "C" text demonstrates that the author may not have thoroughly researched or understood the genre, publication, or audience. It may not carry a consistent narrative, may seem unorganized or disjointed, or may use an inappropriate style, word choice, or syntax. A "C" text may also have several proofreading errors that undermine the author's credibility. Though the potential is there, the publication would likely pass on this content, though with significant revision, it may be resubmitted.

- A "D" is earned by work that is incomplete or off the mark. In this class, a "D" text might show a total lack of attention to genre, audience, or purpose. These texts may also ignore major components of the project guidelines. These texts would need to be entirely rewritten in order to be considered by a professional publication.

- An "F" is generally only earned if an author does not submit their project. This grade comes in the form of a zero. An "F" can also be assigned to work that contains an academic integrity violation.

Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

A breakdown of the final grading scale follows:

Grade	Range	Notes
A+	1000-980 points	
A	979-940 points	
A-	939-900 points	
B+	899-870 points	
B	869-840 points	
B-	839-800 points	
C+	799-770 points	
C	769-740 points	
C-	739-700 points	
D+	699-670 points	
D	669-640 points	
D-	639-600 points	
F	599 and below	

🏛 University Policies

Per University Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

This schedule is subject to change. I will notify you of any changes to the schedule in class and I will make edits to this schedule and the due dates on Canvas. I will make sure that there is ample time for you to make any changes to your schedule that you might need to.

Note: Newsletter production group deadlines will be added later in the semester.

When	Topic	Notes
R 1/26	Class Discussion: Syllabus, Intro to Class	**FOR NEXT TIME:** • Reading 1 • Look over Project 1 Guidelines on Canvas
T 1/31	Class Discussion: Introduction to Project 1, Brainstorming Topics, Genre analysis	**FOR NEXT TIME:** • Reading 2
R 2/2	Class Discussion: Dissecting Genres Cont'd	**FOR NEXT TIME:** • Reading 3
T 2/7	Class discussion: Developing your writing style	**FOR NEXT TIME:** • Complete a FULL draft of your Listicle for draft workshops. It might need considerable work (and that's totally fine), but it should have a beginning, middle, and end.
R 2/9	Draft Workshop and Feedback on Project 1	**DUE**: Complete draft of Project 1: Listicle **FOR NEXT TIME:** • Keep an eye on Canvas for professor commentary on your draft • Reading 4 • Look over guidelines for Project 2
T 2/14	Class Discussion: Introduction to Project 2, Writing for the News/Newsletters, possible discussing topics and making pairs	**FOR NEXT TIME:** • Completed revision of Project 1, Listicle.
R 2/16	Class Discussion: Writing for the News/Newsletters Pt. 2	**DUE**: Final revision of Project 1: Listicle (11:59 p.m.) **FOR NEXT TIME:** • Begin researching your newsletter topic: look for information online about the person/event/project/award/etc. Be prepared to share what you've found briefly with the class. • Reading 5
T 2/21	Class Discussion: Interviewing and Researching, newsletter team meetings	**FOR NEXT TIME:** • Reach out to your newsletter contact to schedule an interview • Reading 6

When	Topic	Notes
R 2/23	Class Discussion: Newsletter Production Team Meetings	**DUE:** Newsletter Pitch **Note:** No formal class discussion/lecture this day. Use this time to schedule the meeting with your newsletter contact or to meet with your partner/group to brainstorm interview questions. I'll be available in the regular classroom to help with brainstorming or look over your interview questions. **FOR NEXT TIME:** • Conduct your interview with your newsletter contact. • Reading 7
T 2/28	Class Discussion: Introductions/Conclusions, creating narratives	**FOR NEXT TIME:** • Complete draft of Assignment 2. If you were not able to schedule your interview prior to the draft date, you s*hould still have a draft.* Leave notes/comments in your draft indicating details you will need from your interview.
R 3/2	Draft Workshop & Feedback on Project 2	**DUE:** Complete a FULL draft of your newsletter article for review in draft workshops. Drafts should have a beginning, middle, and end. If you were not able to schedule your interview before the draft review date, you should still have a draft in which you'll indicate where you'll need to provide more details based on your interview. **FOR NEXT TIME:** • Look over/listen to professor feedback on Canvas and consult with production team about revision plans. Because this is the department newsletter and it will be published and distributed to the department, you'll have to do as many revisions as needed until I approve it -- the more work you do now, the less you'll have to keep revising. • Reading 8 • Look over guidelines for Project 3
T 3/7	Class Discussion: Writing as a Critic, go over Project 3, touch base with production teams on newsletter revisions	**FOR NEXT TIME:** • Complete revisions for Project 2 (newsletter article). You will receive a grade for the assignment from this revised version, but if your grade is lower than an A, you will be asked to revise again before publication. Save yourself the annoyance of having to rewrite this several times (while working on other projects) and make it the best it can be now. • Reading 9
R 3/9	Class Discussion: Extending reviews, Writing Food Reviews	**FOR NEXT TIME:** • Reading 10
T 3/14	Writing Entertainment and Product Reviews	**FOR NEXT TIME:** • Reading 11
R 3/16	Class Discussion: Dramatic and Narrative Summary, Review structure	**FOR NEXT TIME:** • Complete a FULL draft of your Extended Review for draft workshops. It might need considerable work (and that's totally fine), but it should have a beginning, middle, and end.
T 3/21	Draft Workshop and Feedback on Project 3	**DUE:** Complete draft of Project 3: Extended Review **FOR NEXT TIME:** • Look over/listen to professor feedback on Canvas. • Reading 12 • Look over Project 4 Guidelines

When	Topic	Notes
R 3/23	Class Discussion: Writing profiles, introduction to Project 4	**FOR NEXT TIME:** • Revision of Project 3, Extended Review (11:59 p.m.) • Reading 13
T 3/28	No Class: Spring Break!	This break would be a great time to reach out to the person/people you'd like to feature for your profile assignment and conduct an interview.
R 3/30	No Class: Spring Break!	This break would be a great time to reach out to the person/people you'd like to feature for your profile assignment and conduct an interview.
T 4/4	Class Discussion: Revisiting Profile Assignment, Newsletter production teams	**DUE:** Final Revisions of Newsletter Articles (11:59 p.m.)
R 4/6	Class Discussion: Analyzing publication guidelines, Content Magazine discussions	**FOR NEXT TIME:** • Reading 14 • Download Adobe InDesign
T 4/11	Class Discussion: Basic InDesign to format pages, time to work in class on microprofile page	**FOR NEXT TIME:** • Complete draft of project 4 (micro profile) -- profile text should be completed, and you should have at least a template of the designed page (can be the one you worked on in class)
R 4/13	Draft Workshop and Feedback on Project 4	**DUE:** Complete draft of project 4 (micro profile) -- profile text should be completed, and you should have at least a template of the designed page (can be the one you worked on in class on Tuesday) **FOR NEXT TIME:** • Look over/listen to professor feedback on Canvas. • Reading 15 • Look over guidelines for project 5
T 4/18	Class Discussion: Writing Feature Articles, go over assignment #5	**DUE:** Revision of Project 4 (microprofile)
R 4/20	Class Discussion: Writing with Purpose, Determining your Concept, Writing Pitch	**FOR NEXT TIME:** • Reading 16
T 4/25	Class Discussion: Meaningful Introductions, organization	**DUE:** Feature Article Pitch (11:59 p.m.) **FOR NEXT TIME:** • Sign up for conference times. • Prepare questions, notes, draft sections, etc., to share during conference.
R 4/27	Conferences: Project 5 one-on-ones	No formal class meeting. Students will meet for a one-on-one conference with the professor to discuss their pitch and to brainstorm for the feature article.
T 5/2	Draft Workshop and Feedback on Project 5, review newsletter proof (might be on 5/4)	**DUE:** Complete draft of Project 5: Feature Article
R 5/4	Class Discussion: Introduction to Project 6, Review newsletter proof (might be on 5/2)	**FOR NEXT TIME:** • Reading 17
T 5/9	Class Discussion: Creating online portfolios, writing portfolio descriptions	**FOR NEXT TIME:** • Nothing!

When	Topic	Notes
R 5/11	Class Discussion: Newsletter Launch, in-class reflection	On this day, we'll be celebrating our newsletter launch and distributing copies. There will be snacks and general merriment.
Thursday, May 18 9:45 AM-12:00 PM	Final Exam Period (optional portfolio meetings)	**DUE:** Project 7, online portfolios (11:59 p.m.) I'll be available in our regular classroom at this time, and I'll be happy to meet with you to discuss your portfolio and other related items.