

**Bachelor of Applied Arts (Media Studies)
Diploma in Media Communications**

Winter 2020

Section(s): 0101

MDST 3000: Magazine Writing, Editing, and Research

Instructional Support

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Course Details

Pre-requisites:	MDST*2000
Co-requisites:	None
Restrictions:	None
Credits:	0.50
Course Website (If applicable):	http://www.onlineguelphhumber.ca/
Method of Delivery:	3-2 (Lecture/Lab)

Calendar Description

Students explore all aspects of magazine writing and editing in this course, including developing sources, leads, interviews, and research techniques. Students also analyze the current Canadian magazine market and the impact of the magazine industry in Canadian society. Theories of media and technology examined in previous courses are applied as students choose feature-

writing topics, study audience analysis, and debate media ethics.

Course Learning Outcomes

On completion of this course the student will be able to:

1. Define the magazine industry in Canada and its development by analyzing several publications for audience characteristics and interests.
2. Analyze the role and scope of magazines in Canada through a comparative study of consumer, trade and corporate publications here and abroad.
3. Identify the ways different magazines target and serve varied audiences by preparing a series of story ideas for an existing Canadian publication.
4. Apply the previous general study of ethical issues in the media to the more specific role and scope of magazines in Canada.
5. Prepare an article query or proposal to sell an idea to an editor.
6. Apply the specialized skills needed for in-depth interviewing in the preparation of three potentially publishable articles.
7. Develop an article plan including direction, tone and angle and communicate this plan to an editor.
8. Adapt writing style to magazine feature writing style by completing a structured article with appropriate lead, transitions and ending, and demonstrating a clear understanding of the importance of voice, color, and conversation.
9. Demonstrate professional skills through negotiation of deadlines and submission schedules with professor (editor).
10. Write two service pieces and a 1,500 to 2,000-word magazine feature, each targeted to a specific Canadian magazine.
11. Rewrite and revise articles following consultation with class editors and faculty to assess direction, scope, balance, writing style and flow.
12. Employ the skills of an editor to review, edit and revise articles written by peers.

Learning Resources

Required Textbook(s)

Title: Feature & Magazine Writing
Author: David E. Sumner and Holly G. Miller
Edition: 3rd
ISBN: 9781118305133
Publisher: Wiley-Blackwell

Title: The Canadian Press Stylebook
Author: The Canadian Press, James McCarten, Editor
Edition: 17th or 18th
ISBN: 9780920009505 or 0920009549

Publisher: The Canadian Press

Title: The Canadian Press Caps and Spelling
Author: The Canadian Press, James McCarten, Editor
Edition: 21st; older editions acceptable
ISBN: 9780920009482
Publisher: The Canadian Press

Supplementary Text/Other

Title: The Bigger Picture
Author: Ivor Shapiro
Edition: 1st
ISBN: 9781552392805
Publisher: Emond Montgomery

Additional assigned readings will be assigned and provided via the University of Guelph-Humber's ARES electronic reserves system.

Course Schedule

Lesson/ Week	Topic	Readings/Activities
1	<p>INTRODUCTION TO MULTIPLATFORM MAGAZINES AND MDST 3000</p> <p>Lecture: Why the magazine model matters. How the model for envisioning, creating and delivering specialized media has been adopted across 21st-century mass media and how this affects students in every aspect of the MDST program. Magazine structure; key differences between role of newspapers/online/broadcast news and magazines.</p> <p>Overview of magazine and related media markets and historical industry context during the past decade. Ongoing trends and outlook including vocational and professional opportunities in the field. Relationship between lectures and labs—assignments; marking scheme; definition of professional conduct; readings; use of course website.</p> <p>Week One Lab: Ice-breaking and introductory exercise for Labs Weeks 1 and 2: Group research and analysis on mission, mandate, organizational structure and practical application of magazine case studies chosen and assigned by instructor.</p> <p>See Course Website for the specific 2020 calendar dates of assignments, including all due dates.</p>	<p>Reading related to the lab exercise will be assigned by the instructor.</p> <p>General assigned reading for January: Chapters 1 to 5 of <i>Feature and Magazine Writing</i>.</p> <p>Must-read note about assignment submission: Students must submit each assignment according to instructor's specifications. All students must have access to a printer or be familiar with use of the printer in the GH resource centre. Hard copies must be printed on 8 X 11-inch white paper, double-spaced.</p> <p>Dropbox files MUST be submitted as Microsoft Word.doc files or Adobe pdf files.</p> <p><i>GH CourseLink software does not accept Pages, Ink or zipped files. Students are responsible for reformatting and ensuring that their computers do not automatically zip files.</i></p> <p><i>Files that are submitted in an unreadable form will not be marked and work will be evaluated as having been submitted as of the date on which students submit a readable form.</i></p> <p><i>Late deductions will apply to all such assignments. It is the responsibility of each student to ensure that assignments guidelines are followed.</i></p>

Lesson/ Week	Topic	Readings/Activities
2	<p>WRITING AND EDITING MAGAZINES PART 1: STORY IDEAS</p> <p>Lecture: How to write solidly-researched and persuasive query and pitch letters; how mastering this skill serves as a basis for all future cover and sales letters.</p> <p>Week Two Lab: Group pitch exercises. Due in class to instructor: pitch proposal using criteria posted on course website.</p> <p>ASSIGNMENT ONE is an individual written query/pitch letter due Week 3 (first draft) and Week 5 (final draft).</p> <p>See Appendix A for assignment details.</p>	<p>Assigned reading for Assignment One: Chapters 6 and 7 of <i>Feature and Magazine Writing</i>; also “The Perfect Pitch” from <i>The Bigger Picture</i>, available through ARES or GH library.</p>
3	<p>WRITING AND EDITING MAGAZINES PART 2: EMPLOYMENT AND PRODUCTION</p> <p>Lecture: If possible, this week's lecture will feature a guest speaker who can provide stories about contemporary industry experience and assist students in pitching stories. Should such a speaker not be available, the lecture will be designed to explore research and writing strategies that will enhance the work being done on the pitch projects.</p> <p>Week Three Lab: Magazine Lead Time and Shelf Life</p> <p>First drafts of pitch letters will be returned in the Week 3 lab class.</p> <p>ASSIGNMENT ONE Final drafts will be due in the dropboxes at 11:59 p.m. on the evening of the Week 4 lab class.</p> <p>The class will use the documentary film <i>The September Issue</i> as a basis for exploring the conception and production of time-sensitive and time-consuming multimedia magazine media work.</p> <p>Students will complete and submit worksheets during this class that are designed to help with both the pitch letter and future assignments.</p>	<p>ASSIGNMENT ONE Query/pitch letters first draft due 11:59 p.m. the night before the lecture class in the course website dropbox folder provided, so they can be assessed and returned in the lab class.</p>

Lesson/ Week	Topic	Readings/Activities
4	<p>WRITING AND EDITING MAGAZINES PART 3</p> <p>Lecture: This class will be used to determine each student's choice of a project that will enable them to analyze about and apply magazine research and structural tools and systems.</p> <p>Students will be asked to discuss the concepts explored in the assigned reading for January and its relevance in the context of magazine research, writing and editing.</p> <p>Week Four Lab: Students will be organized into teams that will choose a longform magazine story for analysis and consult with the instructor on specific questions and resources most relevant to each project. This analysis will be presented in the Week 4 lab and continue in the Week 9 lecture and lab periods.</p> <p>ASSIGNMENT TWO: Students will also begin to develop an idea for Assignment Two. This project will require each student to research, structure and write a five-box magazine story based on the work they have done for a story each has produced for a previous course; this project will be discussed and launched in Week 4; revisited in Week 9; and due at the end of the term.</p> <p>Students enrolled in MDST 2050 can seek permission to propose a five-box feature that overlaps with work they are doing in that course, providing that it includes stand-alone research and written components that satisfy the MDST 3000 learning outcomes.</p> <p>Projects that are more ambitious than what is required for stand-alone Assignment Two work, or that are a good fit for the Custom Content curriculum, can be expanded to become part of the Assignment Four Custom Content Projects.</p> <p>Students will be asked to submit proposals to a dropbox provided by 11:59 p.m. before the first February lecture. The instructor will respond to each proposal and determine a schedule for this assignment.</p>	<p>Assigned reading for ASSIGNMENT TWO: <i>Feature and Magazine Writing</i> chapters 13 and 18.</p> <p>Additional reading will be assigned by the instructors in accordance with each project's requirements.</p> <p>Query/pitch letters final draft due 11:59 p.m. the night of the lab class in the course website dropbox folder provided.</p>

Lesson/ Week	Topic	Readings/Activities
5	<p>MAGAZINE SERVICE STORIES: HOW-TO WRITE A HOW-TO; TRENDS IN THE INDUSTRY</p> <p>Lecture: The essential role of service journalism in contemporary media. Overview and key examples of effective/leading edge service stories; text and pictures; graphics and sidebars; the role of the service or how-to format in every kind of media; the good and the bad of online "how-to"s; the importance the expert voice in service work.</p> <p>Week Five Lab: Pitch letters will be returned at the beginning of this week's class.</p> <p>ASSIGNMENT THREE: Students will work in groups to start Assignment Three. This will require that each team pitch, research, write, illustrate and design a digital magazine service project presenting "how to" steps and narrative.</p> <p>This project will include an introduction to the basics of online magazine layout and typography, and interactive elements and will take the form of a interactive multimedia feature published on the GH360 website.</p> <p>Students will work with both a journalism and IT instructor.</p> <p>Group pitches will be workshopped in Week 6 and due in Week 7. Research and preliminary multimedia work will be presented class in Week 7 and 8.</p> <p>The multimedia service project will be due in Week 10 and published on GH360.</p> <p>Groups will be given until the last class to add to and improve the work for the final portion of their grade on this assignment.</p>	<p>Assigned reading for February and Assignment Three: <i>Feature and Magazine Writing</i> Chapters 8, 14, 15 and 16.</p>
6	<p>MULTIMEDIA STORY TELLING PART 1</p> <p>Lecture: The role of design elements and interactive features in contemporary online magazine service</p>	<p>Assigned reading for ASSIGNMENT THREE: All students will be required to read <i>Story and Structure Online</i> from</p>

Lesson/ Week	Topic	Readings/Activities
	<p>journalism; the "back of the book" in the age of digital and social media.</p> <p>Week Six Lab: The three most useful digital tools for introductory online magazine production & their application to each group's project.</p> <p>ASSIGNMENT THREE pitch workshop.</p> <p>Group pitches will be workshopped in Week 6 and due in Week 7. Research and preliminary multimedia work will be presented class in Week 7 and 8.</p> <p>The multimedia service project will be due in Week 10 and published on GH360.</p> <p>Groups will be given until the last class to add to and improve the work for the final portion of their grade on this assignment.</p>	<p><i>The New Journalist</i>, available through ARES and the GH library; additional reading will be assigned by the instructors in accordance with each project's requirements.</p>
WINTER BREAK		WINTER BREAK
7	<p>MULTIMEDIA STORYTELLING PART 2</p> <p>ASSIGNMENT THREE pitches due.</p> <p>Lecture: The Week 7 lecture will be designed so teams can present and hand in their pitches, as well as explore research and writing strategies that will enhance the work being done on the multimedia service projects.</p> <p>Week Seven Lab: Week 7 lab periods will be used to workshop the service projects using presentations, instructor consultation and hands-on editing sessions.</p> <p>Students will be asked to use lectures and readings from Weeks 1 through 7 to structure and assign organizational roles and manage project work flow.</p> <p>Students will discuss and develop a schedule for the Week 8 ASSIGNMENT THREE presentations and questions & answer sessions.</p> <p>Group pitches will be workshopped in due in Week 7. Research and preliminary multimedia work will be</p>	<p>Assigned reading: All students will be required to read "Story and Structure Online" from <i>The New Journalist</i>, available through ARES and the GH library; additional reading will be assigned by the instructors in accordance with each project's requirements.</p>

Lesson/ Week	Topic	Readings/Activities
	presented class in Week 7 and 8.	
8	<p>MULTIMEDIA STORYTELLING PART 3</p> <p>The Multimedia Service Project work will be presented in both the lecture and lab classes.</p> <p>These presentations, which will include question and answer periods, will take the full scheduled Week 8 class periods.</p> <p>Multimedia work will be presented class in Week 7 and 8.</p> <p>The multimedia service project will be due in Week 10 and published on GH360.</p> <p>Groups will be given until the last class to add to and improve the work for the final portion of their grade on this assignment.</p>	<p>Service projects are due in the Week 8 lecture and lab classes as group presentations.</p> <p>Links to the websites and portfolios of materials will be due at 11:59 p.m. the night before the lecture class in the course website dropbox folder provided.</p> <p>Assigned reading for March: Recommended review of Chapter 8 in <i>Feature and Magazine Writing</i>. Read chapters 9, 10, 12, and 16.</p>
9	<p>WRITING AND EDITING MAGAZINES PART 4</p> <p>The Week 9 lecture and lab may feature a guest speaker.</p> <p>It will revisit the five-box feature research, analysis and structural work begun in Week 4.</p> <p>The Week Nine Lab period will be used for tutorials and peer editing of the ASSIGNMENT TWO individual five-box feature stories. A final schedule for delivery of first and final drafts will be determined in this lab in consultation with the instructor.</p> <p>NOTE: As explained in Week 4, students enrolled in MDST 2050 can seek permission to propose a five-box feature that overlaps with work they are doing in that course, providing that it includes research and written components that satisfy the MDST 3000 learning outcomes.</p>	<p>TBA; individualized reading lists reading will be assigned to each student and team depending on their project requirements and deliverables.</p>

Lesson/ Week	Topic	Readings/Activities
	<p>Students not enrolled in MDST 2050 will work with the instructor to frame a five-box project that enables them to learn this important skill as well as to further their own vocational and/or professional interests.</p>	
10	<p>The ASSIGNMENT THREE multimedia service project is be in Week 10 and will published on GH360.</p> <p>Groups will be given until the last class to add to and improve the work for the final portion of their grade on this assignment.</p> <p>Lecture and lab: CUSTOM CONTENT PART 1: HOW TO FIND EMPLOYMENT AND MAKE MONEY IN THE 21ST MAGAZINE BUSINESS</p> <p>Introduction to Paid, Custom, Native, Sponsored, Branded Content, as well a trade magazines. This three-week unit will introduce the history, context and ethical issues arising from the growth of sponsor-driven editorial content.</p> <p>The class will learn about the best leading-edge work in this field as well as significant controversies, and will explore the opportunities for revenue-generation, employment, as well as production of excellent and ground-breaking journalism and documentary work using these story-telling tools.</p> <p>This unit will include a look at B2B publications, also known as trade magazines, as an important cornerstone of the Canadian magazine industry as well as potential internships and entry-level employment.</p> <p>ASSIGNMENT FOUR: Using a magazine-driven model, students will work in groups on Assignment Four. This will require that each team research, propose, create and present a branded/custom/paid/native content story or project.</p> <p>Students will have the opportunity to meet with and interview editors and writers working in this field, either as guest speakers in class or as part of their group projects.</p>	<p>Assigned reading for ASSIGNMENT FOUR: Students will be required to watch the Canadian Journalism Foundation's j-talk on Paid Content as well as to read articles curated and compiled for this project.</p> <p>These articles will include Sponsored and Custom Content work done by GH students in the MDST 4210 course as well as MDST graduates now employed in this field.</p>

Lesson/ Week	Topic	Readings/Activities
	<p>Public Relations, Media Business and Visual Communications students enrolled in MDST 3000 will have the opportunity to explore aspects of this work directly related to their fields.</p> <p>This project will be workshopped in the Week 11 class; presentations and projects are due in Week 12, at the end of the term.</p>	
11	<p>CUSTOM CONTENT PART 2:</p> <p>Lecture and Lab: Both will be used for presentations of components of the Custom Content projects, to a combination of the instructor, other GH guest instructors and invited guests, as well as classmates.</p>	<p>Assigned reading: This will be assigned by the instructors in accordance with each project's requirements.</p>
12	<p>CUSTOM CONTENT PART 3:</p> <p>Lecture and Lab: Presentations of Custom Content projects will take up the majority of this week's allocated class time. One hour will be allocated to assist students prepare for the final exam.</p> <p>Final ASSIGNMENT TWO five-box feature story projects are due in the last class.</p>	<p>Review of all reading for final exam.</p>
<p>Final Exam (to be scheduled within final exam period)</p>		

Evaluation and Due Dates

Evaluation	Weighted Total (of final grade)	Due Date
Query and pitch project (individual work)	15	Week 3 and Week 4. See calendar on Course Website for 2020 calendar due dates.
Five-box feature research, analysis and writing (individual)	15	Week 4 (proposal) and Week 9 (first project draft). Final draft due in the Week 12 class.
Multimedia Research, Writing & Design (group project)	25	Group pitches will be workshopped in Week 6 and due in Week 7. Research and preliminary multimedia work will be presented class in Week 7 and 8.
Custom Content Analysis, Research & Writing (group project)	15	Weeks 11 and 12
Lab exercises and professional conduct	10	All term
Final exam	20	TBA
Total:	100%	

NOTE: All final exams are 2 hours in length and will be scheduled by Registrarial Services. [All final exam schedules are available on the University of Guelph-Humber website.](#)

Late Assignment Policy

Assignments and analytical essays must be submitted using the CourseLink website and the dropbox folders provided. Dues dates and times will be provided in class, on the assignment criteria posted on the Course Website and on the name of the dropbox folder created for each assignment.

Work must be submitted using Word or pdf formats; work submitted using other formats (including Ink, Pages or zipped folders requiring third-party software to open) will be designed as late until the student submits work in the designated compatible software formats. This policy also applies to corrupted files.

The instructor will not grade assignment submitted by email unless that is part of the assignment criteria or the student has permission in writing. Assignments required for lab work will be clearly identified as such the WEEK BEFORE they are due, in class and in the assignment criteria on the website, and must be submitted in to the instructor in the assigned format at the beginning of the class in which they are required. Failing to do so, or using class or lab time to complete this work for a lab assignment, will be subjected to late penalties.

If you are submitting a printed assignment after the due date or time, it must be date-stamped and placed in the drop-box.

Late essays and assignments will be penalized 2% in the first day and 4% daily afterwards, if handed in late without a valid reason. After the period of 7 days no assignments or papers will be accepted.

Students whose work is not ready for scheduled lab class will receive both a late penalty and marks deducted from the value of each specific lab.

Drop Box Policy

If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons.

Plagiarism Detection Software

NOTE: The University of Guelph-Humber Undergraduate Calendar states:

“Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.”

Accordingly, instructors may decide to use originality checking services, such as Turnitin.com, to ensure that submitted work conforms to the university’s Academic Misconduct policy. The instructor will notify students of such a requirement in advance. More information on Academic Misconduct is included below in this outline.

Turnitin

In this course, your instructor may use Turnitin, integrated with the CourseLink **Dropbox** tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All individual assignments submitted to the **Dropbox** tool will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that you will be able to educate and empower yourself in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

The Turnitin tool is used in this course and is integrated with the **Dropbox** tool. To learn more about [Turnitin's privacy pledge](#) and [Turnitin's commitment to accessibility](#), please visit their website.

http://turnitin.com/en_us/about-us/privacy

http://turnitin.com/en_us/about-us/accessibility

Recording of Materials

Presentations which are made in relation to course work—including lectures—should not be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Academic Policies

Important University of Guelph-Humber Academic Regulations

Academic Integrity / Academic Honesty

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Academic Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

[Students are encouraged to review the policy, as stated within the University of Guelph-Humber Undergraduate Calendar.](#)

Grading Procedures

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress on learning objectives. Feedback often goes beyond grading-an indication of the standard achieved-to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph is committed to providing students with appropriate and timely feedback on their work. ***Instructors must provide meaningful and constructive feedback prior to the 40th class day.*** This may include but is not exclusive to returning papers, assignments, in-class or

laboratory quizzes, laboratory reports, or mid-term examinations prior to the 40th class day. In research and independent study courses, instructors must provide students with a realistic idea of their performance by discussing progress directly with the student and, if necessary, identify specific areas for improvement. This may include the assessment of a research plan, literature review, annotated bibliography, oral presentation or other assessment tools.

Missed Final Exams / Deferred Privileges

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical**, **psychological** or **compassionate** consideration. Please see your Admission and Program advisor for details.

It is the student's responsibility to be familiar with the University's policies and Academic Regulations. [These policies can be found on the University of Guelph-Humber website.](#)

Appendix A

MDST 3000 COURSE POLICIES: The course is designed to prepare students both for editorial masthead positions on the fourth- year Guelph/Humber student multi-platform media projects, and for intern positions at mainstream consumer and trade publications.

Students will learn about the essential concepts and activities that shape content distributed across multiple platforms in general interest as well as specialized magazines.

They will be expected to be able to identify and distinguish the following magazine formats: service stories, profile writing, general feature writing, investigative and long-form feature work, including the use of fiction techniques. At the midterm, students will be expected to display their knowledge of these formats in an analytical assignment that conforms to industry and academic standards. During the term, they are required to produce a minimum of two publishable pieces of multimedia work in groups, and one individually researched and written feature story.

Students will analyze important contemporary magazine formats and target readerships, discuss and generate story ideas, draft query letters, and complete a range of exercises aimed at improving their interviewing, writing, editing and researching skills.

In some weeks, the lecture period will be integrated with the lab sessions. Class time will be spent comparing various publications' coverage of major stories of the day, working on research and writing styles, discussing techniques for story development and structure, as well as tools for attracting readership.

Members of the class are expected to attend both lectures and labs, to participate in all writing exercises and group critiques of written work, to complete assigned reading and to come to classe prepared to be quizzed, and participate in discussions based, on that reading.

LAB ATTENDANCE IS MANDATORY. Unless there are extenuating circumstances (serious illness or calamity, genuine family emergency) there will be no makeup for missed quizzes, tests and in-class writing done in the lab. Students who miss classes will be expected to initiate and manage the process by which they catch up with the class.

Inclement weather is not an acceptable reason for missing class unless the Humber campus is closed. Students who anticipate trouble staying until the end of an evening lab class are encouraged to make arrangements to spend the night on or close to campus.

Over the course of the term, each student will be responsible for contributing to two group projects and related presentations, as well as individual production and submission of i) a query/pitch letter and ii) a five-box feature article. To earn a passing grade, project and presentation work must meet the standards for entry-level employment in a mainstream Canadian magazine. Students are required to complete their own interviews and research for these assignments, and to log and transcribe interview tapes. Students will also be asked to provide contact information for all interviews and to fact-check one another's work.

Students must submit each assignment according to instructor's specifications. All students must have access to a printer or be familiar with use of the printer in the GH resource centre. Hard copies must be printed on 8 X 11-inch white paper, double-spaced.

Dropbox files **MUST** be submitted as Microsoft Word.doc files or Adobe pdf files.

GH CourseLink software does not accept Pages, Ink or zipped files. Students are responsible for reformatting and ensuring that their computers do not automatically zip files.

Files that are submitted in an unreadable form will not be marked and work will be evaluated as having been submitted as of the date on which students submit a readable form.

Late deductions will apply to all such assignments. It is the responsibility of each student to ensure that assignments guidelines are followed.

ASSIGNMENT DETAILS:

Assignments will be delivered to the instructor using the Course Website electronic dropbox, class presentations and a combination of the two. Details will be provided with each assignment.

1. **ASSIGNMENT 1** (individual): Each student will research and write a query/pitch letter due Week 3 (first draft) and Week 5 (final draft) using two assigned readings. First drafts of pitch letters will be returned in the Week 3 lab class. Final drafts will be due in the dropboxes at 11:59 p.m. on the evening of the Week 4 lab class. Value: 15%

2. **ASSIGNMENT 2** (individual): Each student will research, structure and write a five-box magazine story based on the work they have done for a story each has produced for a previous course; this project will be discussed and launched in Week 4; revisited in Week 9; and due at the end of the term.

Students enrolled in MDST 2050 can seek permission to propose a five-box feature that overlaps with work they are doing in that course, providing that it includes stand-alone research and written components that satisfy the MDST 3000 learning outcomes. Projects that are more ambitious than what is required for stand-alone Assignment Two work, or that are a good fit for the Custom Content curriculum, can be expanded to become part of the Assignment Four Custom Content Projects.

Students will be asked to submit proposals to a dropbox provided by 11:59 p.m. before the first February lecture. The instructor will respond to each proposal and determine a schedule for this assignment. Value: 15%

3. **ASSIGNMENT 3** (group): Students will work in teams to pitch, research, write, illustrate and design a digital magazine service project presenting "how to" steps and narrative. This project will include an introduction to the basics of online magazine layout and typography, and interactive elements and will take the form of a interactive multimedia feature published on the GH360 website. Students will work with both a journalism and IT instructor.

Group pitches will be workshopped in Week 6 and due in Week 7. Research and preliminary multimedia work will be presented class in Week 7 and 8. The multimedia service project will be due in Week 10 and published on GH360. Groups will be given until the last class to add to and improve the work for the final portion of their grade on this assignment. The 25% grade allocated to this assignment will be divided as follows: 10% for hitting benchmarks, including in-class presentations and progress reports; 10% for the final project; and 5% peer assessment.

4. **ASSIGNMENT 4** (group with individual responsibilities): Using a magazine-driven model, students will work in groups on Assignment Four. This will require that each team research, propose, organize, create and present a branded/custom/paid/native content story or project. The grade on this assignment will be divided as follows: one third (5%) for in-class group presentations; one third (5%) for team deliverables; and a final third (5%) for each student's individual contribution. This project will be workshopped in the Week 11 class; presentations and projects are due in Week 12, at the end of the term. Value: 15%

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