



Australia's  
Global  
University



# MDIA5006

Feature Writing

Semester Two // 2018

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Dr. Christopher Kremmer	c.kremmer@unsw.edu.au	1200-1300 Monday in teaching period	231J (Level 2) Robert Webster Building	93856364

#### Tutors

Name	Email	Availability	Location	Phone
Dr. Matthew Thompson	m.c.thompson@unsw.edu.au			

### School Contact Information

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The School of the Arts and Media would like to Respectfully Acknowledge the Traditional Custodians, the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and the Ngunnawal people (Australian Defence Force Academy in Canberra) of the lands where each campus of UNSW is located.

### Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply

in writing to the Dean and provide all original or certified supporting documentation.

For more information about the attendance protocols in the Faculty of Arts and Social Sciences: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## **Academic Information**

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## **Course Details**

### **Credit Points 6**

### **Summary of the Course**

This course builds on the core Writing For Media course offered in Semester 1, which teaches the fundamentals of writing for print journalism. In this course, you will learn how to write feature articles. You will develop your interview, research and writing skills for both print and online media. You will learn techniques for writing in a range of feature article genres and forms. This course will also cover the roles of editors and freelance writers in producing feature articles. You will study the history and the contemporary social significance of the feature genres. You will critically consider key writers, texts and audiences for these genres.

### **At the conclusion of this course the student will be able to**

1. Generate features of varying lengths on deadline, to length, conforming to requirements of different genres in various media outlets
2. Plan, research, structure and write features, queries and pitches
3. Rely on well-developed reporting and news gathering skills
4. Understand professional editorial processes, ethics and the demands of the market place
5. Work as part of a team to create features for mainstream media
6. Take on the challenge of new story telling techniques

### **Teaching Strategies**

This course combines ONE two-hour seminar/week WITH small and large group discussions, in-class workshops, evaluation, exercises based on course readings, handouts and seminar content, and four assessed tasks with deadlines.

## Assessment

ALL ASSIGNMENTS MUST BE SUBMITTED AS WORD DOCUMENTS (NO PDFs). YOU MUST INCLUDE A COVER SHEET PROVIDING YOUR STUDENT NUMBER AND ENROLMENT NAME (FIRST NAME FOLLOWED BY FAMILY NAME), AS WELL AS COURSE & ASSIGNMENT NUMBER, SEMINAR GROUP DAY AND TIME. YOU MUST PROVIDE THE NAMES AND CONTACT DETAILS OF ALL INTERVIEWEES WITH INTERVIEW PLACE, DATE, TIME AND WHETHER THE INTERVIEW WAS CONDUCTED IN-PERSON, OR BY TELEPHONE, EMAIL OR SKYPE. ALL INTERVIEWS MUST BE CONDUCTED IN AUSTRALIA AND MUST BE RECORDED (SMART PHONE AUDIO RECORDINGS ARE ACCEPTABLE). DO NOT SUBMIT RECORDINGS BUT RETAIN THEM AS EVIDENCE OF THE ACCURACY OF YOUR QUOTATIONS. ALWAYS SUBMIT AN ACCURATE ESTIMATE OF THE NUMBER OF WORDS SUBMITTED. DO NOT INCLUDE COVER SHEET, INTERVIEWEE DETAILS OR REFERENCE LISTS IN THE COUNT OF WORDS SUBMITTED. REFERENCING REQUIREMENTS DIFFER FOR EACH ASSIGNMENT.

### Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Story Pitch	10%	09/08/2018 09:00 AM	2,4
Short Feature	25%	27/08/2018 05:00 PM	1,2,3,4,5,6
Author/genre/publication Appraisal	25%	12/09/2018 09:00 AM	4
Long Feature	40%	17/10/2018 09:00 AM	1,2,3,4,5,6

### Assessment Details

#### Assessment 1: Story Pitch

**Start date:** Not Applicable

**Length:** 450-550 words

**Details:** 500 words. Students will be assessed on the practicality, appeal and suitability of their story idea to the target audience, and the clarity and persuasiveness of their writing. Marking criteria, grades and qualitative feedback.

**Submission notes:** A pitch is a message to an editor that flags a story idea, and argues for the story's novelty, significance and appeal to the publication or program's target audience. Submit a pitch that will form the basis of your Short Feature Assignment Two. Pitching is a TWO STAGE PROCESS. In Stage One, you will explain your pitch in class in WEEK 3. Then, based on student and tutor feedback, you will REVISE YOUR PITCH and submit via Moodle by 9 AM THURSDAY 9TH AUGUST 2018. Take advantage of the in-class workshop environment to refine your pitch and feature idea. You MUST state the GENRE in which the story will be written (choose from IMMERSION, COLOUR, TRENDS, ANALYSIS, LIFESTYLE, OPINION or REVIEW) and the TARGET PUBLICATION (the newspaper, magazine, website or program you think would be interested in your story) Your pitch must: 1) Identify your story genre and news angle/hook. What's the story about? Why is it relevant? Why now? 2) Identify the intended publication. Cite evidence that proves your story is well-suited to the target publication and

its audience. Why would the editor be interested in this feature story?3) Include a brief bio detailing your expertise on the topic and links to previous writing by you. Show the editor that you have access to the key sources needed to tell this story, especially interviews. **ASSESSMENT CRITERIA WILL REWARD PITCHES THAT ARE** 1) Comprehensive, well structured, clearly written, factual and persuasive. 2) Based on a practical idea backed by a credible, time-bound plan for research and writing 3) Suitable for the chosen publication or readership. 4) Incorporate feedback from tutors and in-class discussions into the final pitch.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

## **Assessment 2: Short Feature**

**Start date:** Not Applicable

**Length:** 900-1,000words

**Details:** 1,000 words. Plan and write a short feature article in an approved genre. Students will be assessed on the fluency and accuracy of their writing, on story structure, and understanding of the genre values of the form in which they have chosen to write. Marking criteria, grades and qualitative feedback.

**Submission notes:** Submit a 900-1000 word SHORT FEATURE ARTICLE. The word count applies to the text of the article only. You should NOT count references or interviewee contact details in your word count. Your story MUST be written in one of the following approved genres: IMMERSION, COLOUR, ANALYSIS, LIFESTYLE, TRENDS, REVIEW, OR OPINION. The source of all facts, quotes and background material MUST mentioned very briefly and seamlessly within the story as explained in the "General Assessment Information" section of this course overview. At the end of the story provide a reference list (Harvard Style) and full details of any interviews conducted and webpages or book references you have used. Also state your TARGET PUBLICATION and the GENRE or your story. **ASSESSMENT CRITERIA WILL REWARD** 1) Relevance and impact. 2) Suitability to the target publication and audience. 3) Writing style that conforms to the genre chosen. 4) Storytelling, coherent narrative structure, relevant content, descriptive writing, and effective voice. 5) Quality research and reporting, adequate detail and range of sources, factual accuracy. 6) Submissions that incorporate tutor and class feedback. **ADDITIONAL CRITERIA FOR COLOUR, IMMERSION, LIFESTYLE and TREND** stories include relevance to current social trends, appropriate sources, case studies and/or experts, reader engagement. **ADDITIONAL CRITERIA FOR REVIEWS, OPINION, ANALYSIS** stories include depth of critical analysis, persuasiveness of your argument, adequate range of credible sources, language and style appropriate to the specific genre, and the writer's ability to effectively showcase their research and any relevant personal or professional experience.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

## **Assessment 3: Author/genre/publication Appraisal**

**Start date:** Not Applicable

**Length:** 900-1,000 words

**Details:** 1,000 words. Students will be assessed on their ability to analyse a feature story according to its writing and content. Marking criteria, grades and qualitative feedback.

**Submission notes:** Submit an Appraisal of a feature writer OR publication citing three articles written in the same approved genre by one author OR three articles written in the same genre by different authors but published by the same newspaper, magazine or website. COPIES OF ALL 3 ARTICLES MUST BE PASTED INTO YOUR WORD DOC. NO INTERVIEWS ARE REQUIRED, but quotes from references and articles and books are compulsory in helping to support your argument. Write an engaging introduction, describing the points you will be discussing, and support them with evidence leading to conclusions. Demonstrate critical, objective thinking and cite your sources including scholarly and/or critical texts including Ricketson & Graham (TEXTBOOK) to support your argument as well as quotations from the feature articles chosen. Use Harvard referencing system to cite sources. Choose one option only. **OPTION ONE:** Appraise the work of a feature writer working referencing three feature articles of at least 800 words in the same approved genre published by that author in one or more publications. Identify in the articles feature writing techniques mentioned by Ricketson & Graham and other scholars. Citing evidence in the articles, show where the author uses the same techniques in all articles, or where they adopt different techniques and approaches. Is the tone, mood and authorial voice consistent across the three articles, or does it vary? Cite evidence in the articles for your conclusions. **OPTION TWO:** Appraise the content of a publication referencing three feature articles, each of them at least 800 words long, written in the same approved genre by different authors and published by the same magazine, newspaper or website. Based on these features, can you identify the kinds of themes and writing that the publication likes? Citing evidence in the three texts, what similarities and differences in techniques and approaches can you identify in the work of the three different authors? Cite instances where the different authors use feature writing techniques and approaches to genre mentioned by Ricketson & Graham, and other scholars. **ADDITIONAL DETAILS:** Depending on the genre of the submitted articles, you may find it useful to show how the author/s use various elements of the feature genre – possibly including research, interviews, archival sources, facts, direct and indirect quotes, interviews, personal anecdotes, opinion, first and/or third person viewpoint, scenes, striking leads, news hook, angle, conflict, atmospheric, colour, analysis and interpretation. How does the feature engage the audience? You could consider and evaluate the effectiveness of the genre for telling true stories, or analyse story structure, evaluating opening paragraphs and identifying the different kinds of material used to build the story. Does the story have a dramatic or a chronological structure? How are transitions, juxtapositions, tone, pace and voice used? Does the article serve the target audience and publication? How could it do better? You may like to evaluate and identify within the articles arguments, debates, opinions – as well as counter opinion/points of view. Is there an attempt at achieving a balance of viewpoints? How might the author justify a lack of balance? Identify and show how the author/s develop characters and main players. Do the characters undergo any change? Can you identify the conflict/resolution? Is the story a kind of quest? **ASSESSMENT CRITERIA WILL REWARD:** 1) Critical analysis and reflection on content and style and 2) Ability to present a concise, clearly written argument supported by evidence.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

#### **Assessment 4: Long Feature**

**Start date:** Not Applicable

**Length:** 1400-1600 words

**Details:** 1,500 words. Plan and write a Feature Article. Students will be assessed on the fluency and accuracy of their writing, on story structure, and understanding of the genre values of the form in which they have chosen to write. This is the final assessment task. Marking criteria, grades and qualitative feedback.

**Submission notes:** Write a feature article in one of the following genres: GENERAL FEATURE, NEWS OR ISSUE-BASED FEATURE, BACKGROUNDER or PROFILE. State the GENRE and TARGET PUBLICATION. Include quotes from AT LEAST TWO INTERVIEWS that you have conducted INPERSON in Australia. Provide email and phone contacts, for all interviewees quoted, and the date, time and location where all interviews took place. Record all interviews and keep the recording until December 2018. State whether each interview was conducted in-person, or via email or phone or Skype. List the sources of all factual information used briefly and informally IN THE TEXT (do NOT use parentheses). Provide reference list citing the source of all facts used in the article, including URL links to web pages, using the Harvard referencing system. Embed in the text of your article with caption and photo credits at least TWO STILL PHOTOS TAKEN BY YOU (Landscape Format). Cite the sources of any other photos used. Indicate in parentheses in the text where you would use ONE info-graphic, ONE video and ONE podcast. In a note at the end of story, describe the content of these multimedia elements. Do NOT include this note in your word count. ASSESSEMENT CRITERIA WILL REWARD: 1) Quality of reporting, accuracy and attention to detail. 2) Appropriate structure, content and journalistic feature writing style. 3) Adequate range of appropriate sources and experts, and effective choice and use of quotes 4) Suitability for chosen publication and genre 5) Productive interviews

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

## Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

## Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

## Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

### ***Task with a non-percentage mark***

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore  $17 - [25 (0.05 \times 3)] = 13.25$

### ***Task with a percentage mark***

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore  $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- \* Prevent you from completing a course requirement,
- \* Keep you from attending an assessable activity,
- \* Stop you submitting assessable work for a course,
- \* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

# Course Schedule

[View class timetable](#)

## Timetable

Date	Type	Content
Week 1: 23 July - 29 July	Seminar	<p><b>AN INTRODUCTION TO FEATURE WRITING:</b> In this class we survey the many different types of feature writing, a diverse and thriving sector of media markets. From sober analysis to escapist travel and consumer indulgence, there are feature articles for all tastes and purposes, each of them with its own conventions and affordances. What kinds of feature articles will you research and write this semester?</p> <p><b>SMALL GROUP ACTIVITY:</b> The class will divide into small groups in which students share their story ideas and start to think about the feature genres they might try their hand at.</p>
Week 2: 30 July - 5 August	Seminar	<p><b>FRAMING AND PITCHING YOUR STORY:</b> How do aspiring feature writers convince editors to support their projects? This class explores the secrets of the successful “pitch”.</p> <p><b>PRE-CLASS READING:</b> Read and prepare to discuss Ricketson &amp; Graham (2017) CHAPTER 5 ‘Generating Fresh Story Ideas’ and CHAPTER 8 ‘Seeing things for yourself’; AND ALL PITCHES LOCATED IN THE WEEK 2 MOODLE FOLDER including Roethel, Kathryn (2010) The Science (Not Art) of the Magazine Pitch, The Future of Freelance conference, Stanford University June 18-19, 2010. (see Moodle Week 2 folder)</p> <p><a href="http://freelance.stanford.edu/reports/pitch/">http://freelance.stanford.edu/reports/pitch/</a></p> <p><b>PRINT &amp; BRING TO CLASS:</b> Five copies of your one-page Draft Pitch.</p>
Week 3: 6 August - 12 August	Presentation	<p><b>PITCHING WORKSHOP &amp; FEATURE GENRES 1: COLOUR, IMMERSION, TRENDS, LIFESTYLE</b></p>

This week students present their story pitches to class and get feedback from students and tutors before submitting their final pitch. Joining us in class will be Connie Levett, Foundation Editor of *Newsworthy*.

PRE-CLASS READING: Ricketson & Graham CHAPTER 6 "Gathering the Raw Material"; AND Kremmer (2014) *The Sydney Morning Herald*, "Ramadan: empty stomach, nourished soul".

Students should also access examples of their chosen feature genres in the GENRE LIBRARY on the Moodle course site.

BEFORE COMING TO CLASS: All students must submit a copy of their 500 word story pitch via the Moodle link "PITCH TO CLASS" in the Week 3 folder. Provide URLs for three examples of previously published stories that match the genre of your story pitch. **PRE -CLASS PITCH SUBMISSIONS ARE DUE 12 MIDDAY MONDAY AUGUST 6** so that tutors have time to read them.

**IN CLASS ACTIVITY:** Verbal story pitches. Everyone should come to class ready to present their two-minute story pitch. Ensure that you briefly answer the following questions:

1. What is your 1,000-word feature article (Assignment 2) going to be about?
2. Is it Lifestyle/Trends, Review, Opinion, Analysis or Colour/Immersion?
3. What background material or previously published news stories have you gathered on this topic? (Provide story headline and publication only)
4. What does your story say or do that hasn't been said or done before by others?

		<p>5. Do you need to do interviews? If so, who will you talk to? Have they agreed to speak to you?</p> <p>6. What locations will be visited and described in your story?</p> <p>7. Will you tell the story in 1st person or 3rd person? Say why?</p> <p>8. Name the target publication.</p> <p><b>ASSIGNMENT 1 SUBMISSIONS:</b> After presenting their pitch in class and receiving tutor feedback, students must finalise their pitch and submit it to the ASSIGNMENT 1 link under the Assessment tab in Moodle no later than 0900 hours Thursday 9th August.</p>
<p>Week 4: 13 August - 19 August</p>	<p>Seminar</p>	<p>RESEARCH, WRITING &amp; FEATURE GENRES 2: ANALYSIS, OPINION, REVIEWS: In this class we explore the research and writing principles commonly applied in polemical, analytical and evaluative feature writing.</p> <p>PRE-CLASS READINGS: Ricketson &amp; Graham CHAPTER 9 'Finding the right structure for the story'; AND 'Revenge of the Nerds' <i>The Paris Review</i> on Taylor Swift (Week 4 Folder) AND Winton, Tim (2013) "The C Word: Some thoughts about class in Australia." <i>The Monthly</i>, December 2013-14  <a href="https://www.themonthly.com.au/issue/2013/december/1385816400/tim-winton/c-word">https://www.themonthly.com.au/issue/2013/december/1385816400/tim-winton/c-word</a></p> <p>Students should also access examples of their chosen feature genres in the GENRE LIBRARY on the Moodle course site.</p>
<p>Week 5: 20 August - 26 August</p>	<p>Group Activity</p>	<p>INTERVIEWING FOR FEATURES: Feature writers ask more and different questions than their colleagues in hard news. This week we examine how to get the results you need from interviewing sources.</p>

		<p>PRE-CLASS READINGS: Ricketson &amp; Graham CHAPTER 7 'The subtle and slippery art of interviewing'; and Metzler CHAPTER 14 'Special Problems' (available in Moodle Week 5 Folder)</p> <p>SMALL GROUP ACTIVITY//IN CLASS-SUBMISSION: Feature writers find stories in the most unexpected people and places. It seems that for them—and for you—everyone has a story to tell. In this activity, students interrogate each other looking for the extraordinary and ordinary, everyday people's lives.</p>
<p>Week 6: 27 August - 2 September</p>	<p>Seminar</p>	<p>WRITING PEOPLE: THE PROFILE: How to bring people to life on the page.</p> <p>PRE-CLASS READINGS: Metzler CHAPTERS 12 'Interviewing for anecdotes' &amp; 19 'The Personality Interview' (see Moodle Week 6 folder). Students should also access examples of their chosen feature genres in the GENRE LIBRARY on the Moodle course site including four profiles in the Moodle Week 6 folder.</p> <p>IN-CLASS ACTIVITY: Pair with the same partners you worked with on last week's interviewing challenge. Try writing the story you came up with last week (500 words)</p> <p>OR</p> <p>Think of someone you know very well. Write a profile of them (500 words)</p> <p><b>Before leaving class submit your story via the WEEK 6 In-class PROFILE WRITING EXERCISE – SUBMIT Link in the Week 6 folder on Moodle</b></p>
<p>Week 7: 3 September - 9 September</p>	<p>Seminar</p>	<p>GENERAL, ISSUE-BASED &amp; NEWS FEATURES</p> <p>PRE-CLASS READINGS: Laskas, Jeanne Marie</p>

		<p>(2012) "Guns 'R Us." GQ, September 2012, <a href="http://www.gq.com/story/gun-shopping-gq-september-2012">http://www.gq.com/story/gun-shopping-gq-september-2012</a> AND Clayton CHAPTER 3 'Step-by-Step Process for a Feature' (see Moodle Week 7 folder) AND the 'Slum Housing' and 'Football Injuries' story in the Week 7 Readings folder. Students should also access examples of their chosen feature genres in the GENRE LIBRARY on the Moodle course site.</p>
Week 8: 10 September - 16 September	Seminar	<p><b>FOCUS ON TECHNIQUE: STRUCTURE &amp; STORYTELLING:</b> Feature articles have a very different structure and purpose to news stories.</p> <p><b>PRE-CLASS READINGS:</b> Ricketson &amp; Graham CHAPTER 10 'Leads, close and that big lump in the middle'</p>
Week 9: 17 September - 23 September	Seminar	<p><b>MAKING IT NICE: RE-DRAFTING AND EDITING:</b> Improve your long feature (and maybe even your marks) at this week's EDITING WORK SHOP.</p> <p><b>PRE-CLASS READING:</b> Ricketson &amp; Graham CHAPTER 12 'Editing your story and getting published'.</p> <p><b>SMALL GROUP ACTIVITY:</b> Students swaps stories, proofreading and editing each other's work.</p>
Break: 24 September - 30 September		
Week 10: 1 October - 7 October	Homework	<p><b>POSTGRADUATE READING WEEK - NO CLASSES</b></p> <p><b>TRAVELLERS' TALES:</b> Travel writing is a broad genre that ranges from literary travelogues to highly commercialised service journalism that has become a lifeline for cash-strapped print newspaper. We explore this diverse and popular form of feature writing. Plunge into holiday reading - the Week 10 folder is full of excellent travel narratives.</p>

		<p>READINGS: Capote, Truman (1950). "A Train Ride Through Spain." The New Yorker, September 2, 1950. <a href="http://www.newyorker.com/magazine/1950/09/02/a-ride-through-spain">http://www.newyorker.com/magazine/1950/09/02/a-ride-through-spain</a> AND Hill, Kendall, 'Antarctic cruise puts whales, seals, penguins in passengers' pictures' The Australian. 27 August 2016 (see Moodle Week 10 folder)</p>
Week 11: 8 October - 14 October	Seminar	<p>MULTIMEDIA: The new frontier: slideshows, multimedia storytelling, visual and interactive features, and data visualization.</p> <p>GUEST LECTURER: TBA</p> <p>PRE-CLASS ONLINE VIEWING: 'A Game of Shark and Minnow'  <a href="http://www.nytimes.com/newsgraphics/2013/10/27/south-china-sea/index.html">http://www.nytimes.com/newsgraphics/2013/10/27/south-china-sea/index.html</a></p> <p>IN-CLASS MULTIMEDIA ACTIVITY AND SUBMISSION</p>
Week 12: 15 October - 21 October	Seminar	<p><i>'ON ETHICS, BALANCE &amp; ADVOCACY IN CONTEMPORARY FEATURE WRITING'</i></p> <p>STUDENTS ARE REQUIRED TO READ THE FOLLOWING ARTICLES DURING THE READING WEEK:</p> <p>Cohen, Roger (2015) "Charlie Hebdo's Multi-Million-Dollar Pile of Tragedy Money." Vanity Fair, August 2015.  <a href="http://www.vanityfair.com/news/2015/07/charlie-hebdo-money-in-france">http://www.vanityfair.com/news/2015/07/charlie-hebdo-money-in-france</a></p> <p>AND</p> <p>Thompson, Hunter S. "He was a Crook" The Atlantic/Rolling Stone 16 June 1994  <a href="http://www.theatlantic.com/magazine/archive/1994/07/he-was-a-crook/308699/">http://www.theatlantic.com/magazine/archive/1994/07/he-was-a-crook/308699/</a></p> <p>AND</p> <p>Pollard, Ruth (2014) "Grief grips Gaza" The Sydney Morning Herald, August 2, 2014  <a href="http://www.smh.com.au/world/grief-grips-">http://www.smh.com.au/world/grief-grips-</a></p>

		<a href="http://www.abc.net.au/news/2014-08-01/gaza-20140801-3czlw.html">gaza-20140801-3czlw.html</a>
Week 13: 22 October - 28 October	Tut-Lab	<p>PATHWAYS TO PUBLICATION: UNSW's NEW ONLINE PLATFORM: Come to class in Week 13 to network with CONNIE LEVETT, former Foreign Editor of the Sydney Morning Herald and Foundation Editor of UNSW's new online publication <i>Newsworthy</i>, dedicated to publishing student journalism, including feature writing.</p> <p>PRE-CLASS READING: Before meeting our editor, students should browse the <i>Newsworthy</i> website at <a href="http://www.newsworthy.org.au">www.newsworthy.org. au</a></p>

## **Resources**

### **Prescribed Resources**

**All students must purchase the following textbook**

Ricketson, M. & Graham C. (2017) *Writing Feature Stories: How to research and write articles from listicles to longform*. Sydney: Allen & Unwin.

This text is available at the University bookstore for purchase.

### **Recommended Resources**

#### **UNSW LIBRARY SERVICES**

All Masters students are entitled to a consultation with one of the efficient and helpful RESEARCH LIBRARIANS at the UNSW Library on the main campus. Students of MDIA5006 are STRONGLY ENCOURAGED to take advantage of this services. Students who have NOT sought and undergone a research consultation are missing an important opportunity to score higher grades in this research and writing course.

#### **ENGLISH LANGUAGE SUPPORT**

Enrolment in UNSW's PELE PROGRAM and range of free English conversation classes is HIGHLY RECOMMENDED for students from English as a Second Language backgrounds.

#### **READINGS**

See materials available on the course Moodle site.

## **Course Evaluation and Development**

Student feedback is invited via the myExperience survey in the second half of semester. Feedback from previous years has contributed to changes in curriculum and activities, and is an important part of the development and improvement of courses.

## **Image Credit**

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## **CRICOS**

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