Course Action Request Form
Please submit NINE COPIES of this form with the ORIGINAL

Initiator of this proposal:  Ken Smith  Phone:  6-5437
Dept.:  COJO

Requested Action (check one or more):
☐ Add new course  ☐ Change course description
☐ Cross or dual list  ☐ Change title
☐ Discontinue  ☐ Change credit hours
☒ Other (specify)  ☐ Change prerequisites
☐ Change number  ☐ Change grading system

Semester and year action requested to take effect:  Spring 2008
(Please note: changes in credit hours, grading method, or course level cannot go into effect for a semester if early registration has begun. Changes will be effective the following semester.)

Existing Course?  COJO  4110  Feature Writing

Proposed Course:

Abbreviated title (18 character maximum including spaces):

List any currently approved University Studies Program (USP) designation(s):

Request for University Studies Program (USP) Approval (check boxes for which you have attached criteria sheets.
Contact Rollin Abernethy at 766-4287 with any questions on USP):

Integrated Cultural Context ........................................ C  ☐
Humanities ......................................................... CH  ☐
Social Sciences .................................................... CS  ☐
Arts .................................................................. CA  ☐
Cultural Diversity in the United States ................... D  ☐
Global Awareness .................................................. G  ☐
Intellectual Community ......................................... I  ☐
Information Literacy .............................................. L  ☐
Oral Communication ............................................. O  ☐
Physical Activity and Health ................................ P  ☐
Quantitative Reasoning I ........................................ QA  ☐
Quantitative Reasoning II ..................................... QB  ☐
Integrated Science ............................................... S  ☐
Biological Science ............................................... SB  ☐
Physical Science .................................................. SP  ☐
Earth Science ....................................................... SE  ☐
U.S. and Wyoming Constitutions .......................... V  ☐
Writing I .............................................................. WA  ☐
Writing II ........................................................... WB  ☐
Writing III .......................................................... WC  ☐

Rationale for the change or new course proposed:
Note: For 1000- and 2000-level courses, also address articulation with the Statewide Course Catalog (consult Janet Timmerman at 766-3152).

This course is a W3 course and has always met the WC criteria. When the new USP program was initiated, we had to other courses to submit and hold off on qualifying this as a WC. We would like to receive this designation now so students taking this course can receive WC credit.

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Current Credit Per Semester: Fixed hours 3 Variable hours: ______ to ______; career max. ______

Proposed: Fixed hours ______ Variable hours: ______ to ______; career max. ______

Current Grading System: A/F ☑ or S/U ☐

Proposed: A/F ☐ or S/U ☐

Current Prerequisites: CJO 2100, CJO 3100

Proposed:

Current Course Description (limit of 50 words): Extensive practice in such specialized forms of writing as editorials, commentaries, reviews and magazine articles, content varies. Critically analyzes such writing.

Proposed (limit of 50 words):

If course number is being changed or discontinued, please list all courses for which this is a prerequisite: N/A

Current Cross Listings with: N/A

Note: Cross listed courses have the same course number, title, description, and prerequisites, but different departmental prefixes, e.g. WMST 2420 and POLS 2420.

Proposed cross listings with:

Current Dual Listings (grad/undergrad) with: N/A

Note: Dual listed courses have the same departmental prefix and the same last 3 digits of the course number, e.g. ZOO 4425 and ZOO 5425.

Proposed dual listings with:

What courses does this new or modified course RESEMBLE or OVERLAP, in content or title, and how does it differ? (Attach statement of support from other program(s) if appropriate.)

None

Current Activity Type (Select only one major category):

☐ Lecture
☐ with separately scheduled Laboratory Section
☐ with separately scheduled Discussion Section

☐ Independent Study
☐ Practicum
☐ Studio
☐ Clerkship

☐ Internship
☐ Seminar
☐ Research
☐ Lesson

Proposed:
Material Resources required:
Will additional teaching space (such as a networked computer classroom), equipment, travel, support budget, TV production, or library holdings be required? If so, please specify what resources are needed and the source or sources of the necessary funding for these resources.

Computer classroom - no funding needed, current facilities are acceptable

Personnel Resources required:
Who will be available to teach this course and will this course affect the instructor's teaching load?

Conrad Smith, Cary Berry-Smith, Eric Wilke. This course is part of the normal teaching load.

Impact on Other Courses:
What will be taught less often? What course or courses might be discontinued? "None", "Not Available" or similar responses are not acceptable and may result in the proposal being denied.

This course is already part of our other courses and will have no new impact on existing courses. Regular course offerings.

For modifications involving a change in credit hours, dual listing, and/or change in course description, attach both current and proposed syllabi.

For Course Committee Use Only:
Current Course:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Proposed Course:</th>
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<td>Prefix</td>
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Record of Approval
Department/Program head(s):

______________________________

Date: 10/17/07

College(s) Approval:

______________________________

11/12/07

Graduate School Dean:
(Required for all 4000- and 5000-level courses)

University Studies Committee: Approved for ____________________
Disapproved for ____________________

Chair: ____________________

Recommendation of University Course Review Committee:

____ Approve

____ Table

____ Disapprove

Chair: ____________________

Secretary: ____________________

Comments of Course Review Committee:

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University Studies Program
Criteria Review Sheet

Writing 3 (WC)

University Studies Program writing courses will assist students to achieve knowledge of writing conventions, to develop reading, writing, and critical thinking skills, and to gain competence in rhetorical knowledge.

For WC, students will demonstrate the ability to:
1. Use the discourse of a discipline and/or interdisciplinary field and communicate that field’s subject matter to academic and/or professional audiences.
2. Make effective use of multiple drafts, of revision and editing, of computer technology, of peer and instructor comments, and of collaboration in the achievement of writing that shows understanding of written standards in a discipline and/or interdisciplinary field.
3. Address issues in a discipline and/or interdisciplinary field by completing a substantial writing project that requires appropriate research skills.
4. Recognize and understand more advanced aspects or writing that respond to the purposes and needs of audiences in a discipline, interdisciplinary field, and/or professional setting.
5. Observe the conventions of spelling, grammar, structure, punctuation, and documentation expected in disciplinary, interdisciplinary, and/or professional contexts.

Course Prefix & Number: COJO 4110 Credit Hours: 3

Course Title: Feature Writing Seminar

Please attach a detailed course syllabus that includes the objectives or outcomes for the course and the means to assess the extent that students reach them.

List any prerequisites including placement (WB must be a prerequisite):

   COJO 2100—News Writing and Reporting (WB)
   COJO 3100—Public Affairs Reporting

What is the anticipated student/teacher ratio?

   20:1

1. Using information from the syllabus, please describe how this course meets the learning goals (outcomes) and criteria for the WC category. You may respond by
answering the questions A-H below. Alternatively, you may cite any 4 to 5 assignments from your syllabus, analyzing them so as to convey to the subcommittee exactly how those assignments, individually or in combination, fulfill the 8 outcomes for a WC class. Keep your analysis to a page in length. Realize that your audience is the USP committee who may or may not be familiar with the assumptions of your field. Be clear and concise. Address all 8 outcomes.

A. How will students use the discourse of a discipline and/or interdisciplinary field and communicate that field’s subject matter to academic and/or professional audience?

Feature writing uses journalistic style to produce stories about various interdisciplinary subjects for the mass media. While the basic format is journalism, the subject matter rarely involves journalism. The course teaches the communication of subject matter from other fields in a journalistic (mass media) style.

B. How will students make effective use of multiple drafts, of revision and editing, of computer technology, of peer and instructor comments, and of collaboration in the achievement of writing that shows understanding of written standards in a discipline and/or interdisciplinary field?

As noted in the syllabus, students will write multiple drafts of their stories that the instructor will critique. In addition, they will critique other student’s work and be critiqued by their peers. Often the act of critiquing the work of others is a more effective learning tool than getting critiqued.

C. How will students address issues in a discipline and/or interdisciplinary field by completing a substantial writing project that requires appropriate research skills?

Writing for the media involves writing about subject matter for mass audiences. This cannot be effectively accomplished without research. To lend credibility to the story, important points must be referenced. Part of the teaching objective of this course is to get students away from “writing off the tops of their heads,” and to demonstrate how well-researched information can improve their work. This is part of the grading criteria.

D. How will students recognize and understand more advanced aspects or writing that respond to the purposes and needs of audiences in a discipline, interdisciplinary field, and/or professional setting?
All writing for the mass media requires an analysis of the audience and the effective creation of text for that specific audience. This is an advanced class because, as the syllabus indicates, the assignments involve the creation of the different types of texts commonly found in the media but outside the normal news writing realm. These assignments are listed under “objectives” in the syllabus.

E. How will students recognize the purposes and needs of audiences in a specific discipline and/or interdisciplinary field and follow the conventions of format and language appropriate to that discipline and/or interdisciplinary field?

Analyzing and writing for the need of specific audiences is a central component to media writing and part of the core content of this class. This content will be conveyed through class discussions, through critiques of their own and others’ work, and through required readings of examples in the media.

F. How will students demonstrate their knowledge and application of reading, writing, and critical thinking skills; and rhetorical knowledge (learning to adapt arguments, evidence, style, etc. for readers in a specific discipline).

This will be demonstrated through 6 required writing assignments, through a required blog of the student’s work, and through required in-class presentations.

G. Discuss the variety of interdisciplinary and discipline-related purposes, forms and audiences.

Feature writing inherently involves interdisciplinary writing about subjects of the writers’ (or an editors’) choosing in a well-developed formatted style.

H. How will students demonstrate their ability to control the conventions of spelling, grammar, structure, punctuation, and documentation expected in disciplinary, interdisciplinary, and/or professional contexts?

Journalistic writing follows strict AP (Associated Press) style. Students should come to this course with a well-developed knowledge of AP style, and they will be graded on its use. (The AP Stylebook is a required text). The grading criteria
on the syllabus also specify the necessity to demonstrate proper writing conventions.

2 If embedded in another course, has an appropriate portion of the course been dedicated to the instruction and feedback of writing? Is this detailed in the syllabus? Describe.

3 Explain how the assessment method(s) used for this course demonstrate student achievement of the learning outcomes for the WC category. Explain how this assessment might provide information that can be used to improve accomplishment of desired learning outcomes.

All journalistic writing involves stories that are typically not about our field but are about diverse subject matter written in our discipline-specific style. This involves audience identification and analysis, research of the topic in question, and writing within the conventions of journalistic style and English. Our department policy in writing courses is to critique and offer the opportunity for rewrites. Our type of writing, our conformance to specific conventions, and our propensity to provide feedback seem well matched with the WC outcomes.

4 What other factors should the committee consider?

Many students believe they can produce quality work by “writing off the tops of their heads,” from their own experiences with only minimal research. Some of the assignments in this class—especially opinion writing such as editorials and columns—might appear to the student to require minimal research. In this course an emphasis is placed on and grading is based on the research that students make evident in their writing assignments.
Feature Writing Seminar  
COJO 4110  
11 a.m. to 12:15 p.m. Tuesdays and Thursdays, CR 137  

Instructor: Cary Berry-Smith  
Office: Wyoming Union Room 310  
Phone: (307) 766-6190  
E-mail: cberry@uwyo.edu  
Office Hours: M 4-5 p.m.; W 4-5 p.m.; R 4-5 p.m., or by appointment  
Appointments: May be made with department assistant Lynne Ruggles – lruggles@uwyo.edu  

Course description:  
This class will provide a working introduction to feature and opinion writing. All writers in the magazine industry and, increasingly, online begin their careers as freelancers. Therefore, a major goal of this course is to acquaint you with newspaper and magazine features, marketing techniques to sell to magazines, and opinion writing. We will work on developing your writing ability, enhancing your personal writing style, and developing copy editing skills. We will be studying models of good magazine writing, and discussing your work in class through informal, supportive sessions. 

Writing (WC)  
This course fulfills the Writing (WC) requirement of the 2003 University Studies Program. Advanced writing courses (WC) provide students with opportunities to further refine their ability to communicate with academic or professional audiences through writing. In WC courses, students receive instruction about writing that includes the effective use of revision and editing processes to produce written work that conforms to written standards in a discipline and/or interdisciplinary field. Students engage in a substantial writing component that requires the use of appropriate research skills in order to address issues in a discipline and/or an interdisciplinary field. WC courses also help students to develop a more sophisticated understanding of the manner in which writing responds to the needs and purposes of different audiences within a discipline or other professional contexts. 

Prerequisites:  
COJO 2100 and COJO 3100 or instructor’s consent. The instructor may waive the prerequisites for students with other writing experience. This is a writing intensive course. Students should have a thorough understanding of news writing and a basic understanding of the reporting required for features. They should have competent writing skills, including the use of proper grammar, mechanics and a sense of narrative writing. They should also have a thorough familiarity with AP style. 

Course objectives:  
If you attend class regularly and complete the assignments, this course prepares you to:  
- Write narrative, travel and personality feature stories using multiple sources including non-experts, public records and databases  
- Write personal experience columns  
- Write an editorial  
- Distinguish between columns, reviews and editorials  
- Understand the workings of the freelance writing market  
- Edit and revise stories  
- Write with accuracy and balance as defined through professional journalistic standards
**Texts and materials:**
Required: Sunday Denver Posts
A magazine of the student’s choosing
Additional materials will be distributed over the course of the semester.
Since this course is a seminar, each student will provide copies of his or her work for the rest of the class to peer edit.

**Suggested additional resources:**
1. “The Art & Craft of Feature Writing” by William Blundell
2. “On Writing Well” by William Zinsser
4. “Modern Feature Writing” by DeWitt Reddick
5. “The Craft of Interviewing” by John Brady
6. “Stalking the Feature Story” by William Ruehlman

**Attendance:**
Much of the value in this course will come from the peer editing exercises and presentations. Three (3) tardies or leaving class early count as one (1) absence. Roll will be taken at the beginning of each class. After three absences, your attendance and participation grade will be lowered by a full grade. Attendance and participation in class constitutes 10 percent of your final grade.

If you come to class late, it is your responsibility to make sure your attendance was counted. Any in-class work missed because of tardiness cannot be made up. If you believe you will have trouble making it to class on time because of scheduling conflicts, you should find another course that better fits your time frame.

**Course Overview:**
This course is set up as a seminar and as such, I will rarely give lectures. Instead, I expect the course participants to engage in intelligent and critical discussion about the articles and discussion topics presented in class. In addition to in-class participation, we will be setting up blogs for use throughout the semester.

Assignments must be turned in to the instructor on the date due. They must be e-mailed PRIOR to class the day they are due with the subject line: COJO 4100. The instructor is not responsible for e-mail that has been deleted automatically because you failed to use the proper subject line. I will attempt to notify you when I receive your assignments. However it is your responsibility to make sure your work has been received. Students must also bring enough copies to class for peer editing on the date the materials are due. Out-of-class assignments are due on the date announced at the beginning of class, despite a student’s absence that day. If you are going to miss class for a university authorized absence, the work must be completed prior to class that day.

If absent, it is the student’s responsibility to check with classmates or the instructor about assignments missed. It is the student’s responsibility to set up a time for make-ups, if the assignment can be repeated outside of the classroom. However, missed presentation dates cannot be made up and the student will receive a zero for the presentation. Some exceptions such as a death in the family, medical emergency or serious illness may be excused.
Students should learn to listen, speak when called upon, and develop good study and work habits. I expect this class to have lively, informative and educational discussions. For that to happen, everyone needs to be prepared to participate in those discussions.

This course is an opportunity for you to stretch as writers for newspapers, magazines and online publications. There may be an occasional in-class writing assignment, but you will write the bulk of your material outside of class.

Remember we will be critiquing not criticizing your work. Writing, like any craft, can only improve through constructive criticism. Bring a sense of humor about yourself and the writing process to class, as well as a sense of compassion for your colleagues in this course. This should be a supportive and educational environment that provides a forum conducive to honest, open critiques. My goal is for this course to be a place where all of you feel supported as well as challenged.

Requirements:
Each student will write six stories for individual grades, but will be required to keep a blog commenting on various assignments throughout the semester. The six stories include: a descriptive narrative, personality profile, travel or how-to feature, personal experience column, a review column and an editorial. Each project will be worth 100 points, with the outline 10 points, the first draft 30 points, peer editing assignment 10 points, and final 50 points. A handout detailing each of these areas will be distributed in class.

In addition, each student will give one to two class presentations. One of these presentations will be from a book from the instructor or from Coe Library. These can be class discussions, poster sessions, PowerPoint presentations or other formats. Each presentation should include copies of a story to be used as an example of the topic or for discussion. For instance, when discussing travel writing, you could bring in a travel story from the Sunday Denver Post.

The class presentation may include, but is not limited to, a summary of the chapter, a checklist of how to write certain types of feature stories, three discussion topics or questions for the class to talk about, and/or a sample of the type of story in the chapter. Presentations should last 15-30 minutes so be sure there are topics or questions for class discussion.

Grading:
I will evaluate your work on the following:

- Accurate (AP Style, usage, grammar, content)
- Correct in form and content
- Relevant
- Rich in reporting detail
- Meets deadline
- The following errors should not be made: 1. misspell a person’s proper name or misstate a title; 2. misstate a fact or make a factual error. Committing either of these will be costly to your grade.
- In addition, you will be graded for editing other students’ stories in peer editing assignments.
- You will also be graded on your blog for the course.
Grade break-down

Attendance and participation    10 percent
Class presentations/written summaries  10 percent
Writing assignments      70 percent
Blog                        10 percent
Total                        100 percent

Journalism is a deadline-driven industry, so we will take them seriously in this course. Students turning in late assignments will be penalized 5 points each day they are late with first drafts, and 10 points each day they are late with their final drafts. Since we all have access to e-mail, there is no reason a paper could not be turned in over the weekend. The weekends will be factored in for late deductions. For instance, if the paper is due Friday and it is not turned in until Monday, the student will be docked 15 points on a draft and 30 points on a final.

The first and final drafts of some work in the course will receive two grades: one from the instructor and one from other students in the class. The grades will be averaged to obtain the final grade on the story assignment.

We will use an online blog in lieu of a journal. You will be asked to post to the blog at minimum weekly. The blog may discuss anything relating to feature or opinion writing. There will at times be specific assignments for your blog and it will be a portion of your grade. Students are also required to keep a portfolio for the semester. On the last day of class, turn in your portfolio for the semester. In your portfolio, include first and final drafts of each story, outlines, in-class assignments, and the self-assessment you will be asked to complete for the class.

University Policies
Please contact the instructor privately at your earliest convenience for any issues regarding American Disabilities Act. For further information regarding American Disabilities Act for UW Students, please feel free to contact: Chris Primus, Associate Director Student Educational Opportunity, Knight Hall, Room 314, 766-6189, cfprimus@uwyo.edu.

Following are UNIREG addresses pertaining to Academic Dishonesty:

Code of Student Conduct at www.uwyo.edu/dos


Information Circular “Use of "X" grade in cases of suspected academic dishonesty” http://uwadmnweb.uwyo.edu/legal/infocirc/1978-1.htm
For appeals "Principles of Student Life: Rights and Responsibilities"
http://uwadmnweb.uwyo.edu/legal/Uniregs/ur029.htm

As defined in the “Academic Honesty – A Guide for Students” publication found at the Dean of Students Student Judicial Affairs Web Site (also distributed the first day of class):
“Plagiarism: Plagiarism is academic theft. It refers to the use of another’s ideas or words without proper attribution or credit. An author’s work is his/her property and should be respected by documentation. Plagiarism may include:
1. Wholesale copying of passages of work from others into your homework, essay, research paper, or dissertation without acknowledgement;
2. Using the views, opinions, or insights of another without acknowledgement; and
3. Paraphrasing another person’s characteristic or original phraseology, metaphor, or other literary device without acknowledgment.”

Academic dishonesty will be taken seriously. Consequences for academic dishonesty at a minimum will include a 0 on the assignment. You may receive an “F” in the course and be dismissed from the University. You cannot grow as a writer if you are stealing someone else’s work.

Schedule

Since this is a writing seminar, we will be adjusting the schedule to fit the abilities of the class members. This schedule is tentative and subject to change by the instructor.

Aug. 28 – Introduction to course and syllabus
Aug. 30 – What is a feature article and where do you find topics?
Sept. 4 – First assignment due; create blog
Sept. 6 – Class is cancelled
Sept. 11 – Descriptive writing exercise
Sept. 13 – Blog discussion; writing in lab; descriptive writing exercise due Sept. 14
Sept. 18 – Student presentations
Sept. 20 – Writing in labs
Sept. 25 – Personality profile outline and draft due; group editing
Sept. 27 – Student presentations
Oct. 2 – Personality profile final due; writing in labs
Oct. 4 – Guest lecturer – New York Times writer
Oct. 9 – Personal column draft and outline due; student presentations
Oct. 11 – Personal column final due; writing in labs

Oct. 16 – Review outline and draft due; group editing

Oct. 18 – Writing in labs

Oct. 23 – Student presentations

Oct. 25 – Review final due; writing in labs

Oct. 30 – Travel/how-to outline and draft due; group editing

Nov. 1 – Writing in labs

Nov. 6 – Student presentations

Nov. 8 – Travel/how to final due; writing in labs

Nov. 13 – Editorial outline and draft due; group editing

Nov. 15 – Student presentations

Nov. 20 – Editorial final due; writing in labs

Nov. 22 – No classes – Thanksgiving break

Nov. 27 – Descriptive narrative outline and draft due; group editing

Nov. 29 – Writing in labs

Dec. 4 – Student presentations

Dec. 6 – Wrap up class work

Dec. 10-14 – Finals week: Portfolio and final blogs due