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Convenor	Email	Availability	Location	Phone
Dr Christopher Kremmer	c.kremmer@ unsw.edu.au	BY APPOINTMENT ONLY: Mondays 12-1 pm in teaching weeks	Room 231J, Level 2, Robert Webster Building	

GWXcc` 7cbhUWh =bZcfaUh]cb

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Phone: (02) 9385 4856

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The School of the Arts and Media would like to Respectfully Acknowledge the Traditional Custodians,

7ci fgY`8YHU]`g

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Gi a a UfmcZh\Y`7ci fgY

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5ggYgga Ybh ﹖**3** ﹕ YUh fY ´K f]h]b [´UbX ´F YgYUfVX ´Dc fhﾟc`]c

GhUfh XUhY. Not Applicable

@Yb[h\. 1400-1600 words

8YhU]`g. 1,500 words, qualitative feedback provided via Turnitin.

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Portfolio submissions, which account for 35 percent of the available marks in this course, cannot include material submitted in Assignments One and Two. Student portfolios must contain only the text, images or audio of their ORIGINAL SUBMISSIONS in response to tasks assigned as homework or in-class activities during the course. The portfolio must contain a minimum of three (3N   M   e

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- Attendance at face-to-face Lectures and Tutorials is mandatory in this course. Unexcused absence from more than 22.3 % of classes (two lectures and two seminars) will result in the award of a fail grade.
- TUTORIALS: In tutorials you will actively engage with core course content that will help you to attain Course Learning Outcomes 2 and 4
- LECTURE: In lectures you will actively engage with core course content that will help you to attain Course Learning Outcomes 1, 2 and 4
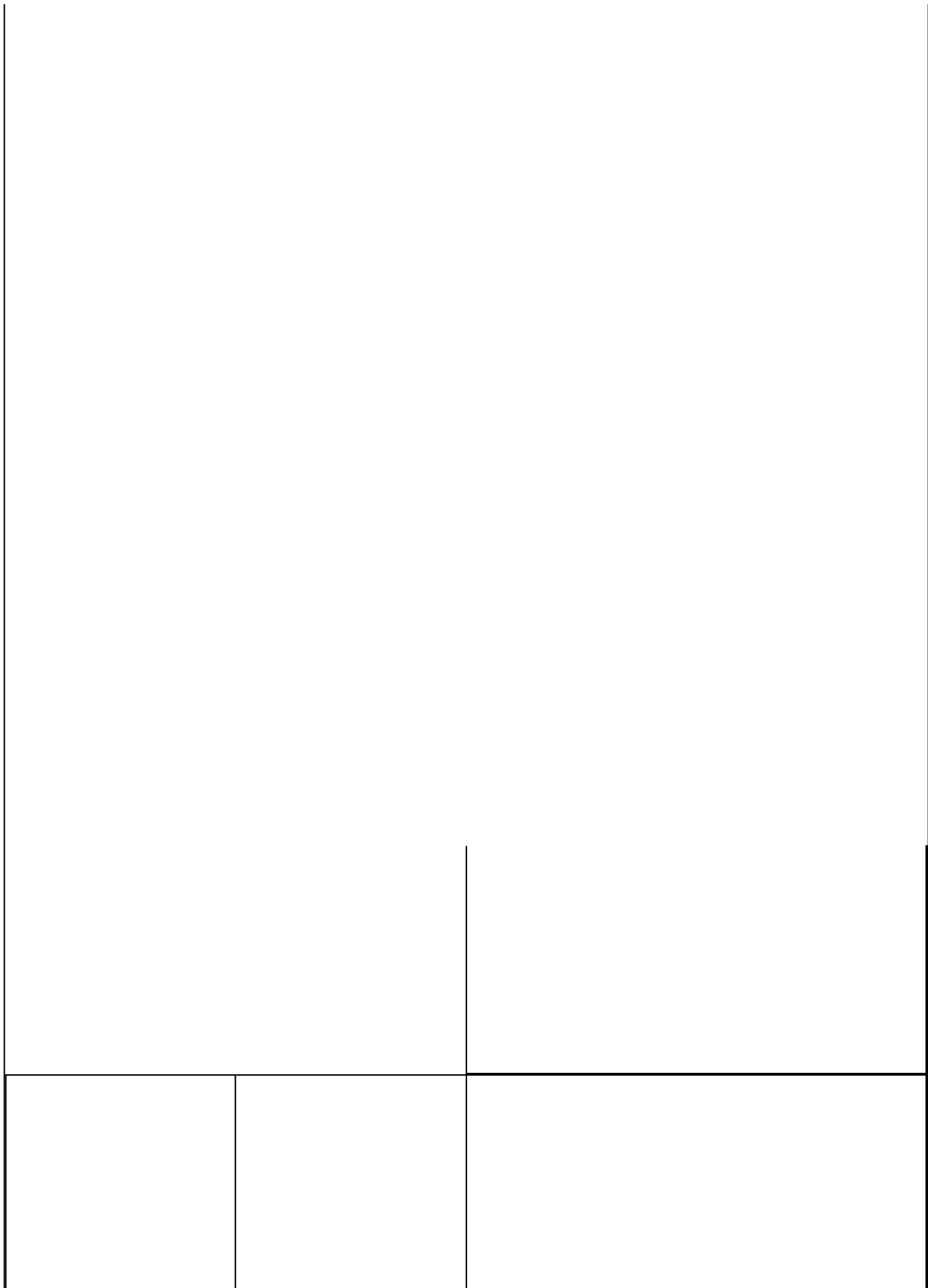
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View class timetable

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Week 1: 3 June - 7 June	Homework	BEFORE COMING TO CLASS: Students should access the GENRE LIBRARY on the Moodle course site for examples of feature article genres before choosing the genre they will attempt for Assignment One (opinion, commentary, analysis, review and explanatory writing). Please also view the following video editorial: Betts, A (2017) 'Why Brexit happened": https://www.ted.com/talks/alexander_betts_why_brexit_happened_and_what_to_do_next?language=en DF`9!7`@5GG'DCF`H: C@£`GI`6A`£GG£CB`'%f&$$ k`cfXgŁ Read the Genre Library on Moodle and discuss what Alexander Betts' Ted Talk can teach us about feature writing?
	Lecture	: YUh`fY'Ufh]WY'[`YbfYg Feature articles have a very different structure and purpose to hard news stories. 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?
	Tutorial	SCREENING AND IN-CLASS ACTIVITY Gcžmci`j`Y'[`ch`Ub`cd]b]cb`3 Hi`fb]b[`'mci`f ]XYUg`UbX`VY`]YZg']bhc`Yj`U`i`Uh]j`Y`ZYUh`fY Ufh]WYg`

		We review Alexander Betts' TedTalk for clues to the essential elements of evaluative writing. Then, students discuss the issues that unite, divide and animate their societies and nations. What are the issues that trouble or inspire you? Talking with new colleagues and friends about them can be the spark that ignites great feature articles in the genres of opinion, commentary, analysis, review and explanatory writing.
Week 2: 10 June - 14 June	Homework	DF 9!7 @5 GG ̇DC F H: C @–C ̇GI 6A –GG–C B ̇& f1 $$!) $$ ̇k cfXgŁ ̇5 gg][ba Ybh ̇CbY ̇ghcfm dfcdcgU ̇g. ̈ ̈ $$!) $$ ̇k cfXg ̇f]b ̇k f]h]b[̇j]U A ccX ̇Y ̇gi Va]gg]cb ̈ ̇]b_Ł ̇8 Y. ̇- ̇Ua ̇%$ ̇>i bY ̇ BRING TO CLASS: Three (3) copies of your Assignment One story proposal F YUX Ricketson & Graham CHAPTER 5 'Generating Fresh Story Ideas' Brodesser-Akner, T. (2015) 'Revenge of the Nerds' B Sd[e D Wh[W ̇ (on Taylor Swift) Winton, Tim (2013) "The C Word: Some thoughts about class in Australia." The Monthly, December 2013-14 https://www.themonthly.com.au/issue/2013/december/1385816400/tim-winton/c-word Thompson, H.S. "He was a Crook" The Atlantic/Rolling Stone 16 June 1994 http://www.theatlantic.com/magazine/archive/1994/07/he-was-a-crook/308699/
	Lecture	C d]b]cb ̇j Yfgi g ̇Wca a YbhUfmž ̇UbU ̇mg]gž ̇fYj]Yk g UbX ̇YI d ̇U]bYfg In this class we explore the research and writing principles commonly applied in polemical, analytical, explanatory and evaluative feature writing. How great writers "frame" their stories
	Tutorial	Students read each others story pitches and answer the following questions:

		1. What is your 800-word feature article (Assignment 1) going to be about?
		2. Is it Commentary, Review, Opinion, Analysis or Explainer?
		3. What background material or previously published stories have you gathered on this topic? (Provide story author, headline and publication only)
		4. What does your story say or do that hasn't been said or done before by others.
		5. Name relevant organisations and people with whom you have engaged in order to ensure that your opinions and analysis are informed by people closely involved with the topic.
		6. What multimedia materials will you create or collect to enrich your story and boost its chances of being published?
		7. Will you tell the story in 1st person or 3rd person? Explain the reasons for your choice.
Week 3: 17 June - 21 June	Homework	
		Kremmer, C. (2014) FZWEkV`Wk? ad [`Y : WdS‹V, "Ramadan: empty stomach, nourished soul".
	Lecture	

	Tutorial	
Week 4: 24 June - 28 June	Homework	
	Lecture	
	Tutorial	.
Week 5: 1 July - 5 July	Homework	BEFORE COMING TO CLASS: Read and prepare to discuss Ricketson & Graham CHAPTER 7 'The subtle and slippery art of interviewing'
	Lecture	I bdUW_]b[˙h\Y˙BYk g News and issue-based features, profiles, lifestyle and trends reporting and follow ups.
	Tutorial	GROUP ACTIVITY +bhYfj]Yk]b[˙Zcf˙: YUh\ fYg˙ Feature writers ask more and different questions than their colleagues in hard news. They find stories in the most unexpected people and places. This week we examine how to get the results you need from interviewing sources. Everyone has a story to tell. In this activity, students interrogate each other looking for the extraordinary and ordinary, everyday people's lives.

		ꓕB!7@5GG˙DCFH: C@Ꞔ ˙GI 6A ꓱGGꞔB ˙(˙f1 $$ k cfXgꓝ ˙Identify and eloborate on the story ideas you unearthed during the "Everyone is a Story" activity.
Week 6: 8 July - 12 July	Homework	POSTGRADUATE READING WEEK (NO CLASSES) ESSENTIAL READINGS: Read and prepare to discuss Ricketson & Graham CHAPTER 8 'Seeing things for yourself'
	Fieldwork	Plan and commence interviewing, visits to relevant locations, and targeted research for Assignment 2
Week 7: 15 July - 19 July	Homework	BEFORE COMING TO CLASS: Read and prepare to discuss: Ricketson & Graham CHAPTER 10 'Leads, closes and that big lump in the middle' Laskas, Jeanne Marie (2012) "Guns 'R Us." GQ, September 2012, http://www.gq.com/story/gun-shopping-gq-september-2012 Clayton CHAPTER 3 'Step-by-Step Process for a Feature' (see Moodle Week 7 folder) 'Slum Housing' and 'Football Injuries' story (see Moodle Week 7 folder. Students should also access examples of their chosen feature genres in the GENRE LIBRARY on the Moodle course site.
	Lecture	ꓭ Yhˈgca Y˙bUffUh]j Y˙]bhcˈ]h Essential storytelling techniques to enhance reader engagement
	Tutorial	GROUP ACTIVITY In the class, students and tutors "road test" your feature for style, structure and substance
Week 8: 22 July - 26 July	Homework	BEFORE COMING TO CLASS: Read, watch and prepare to discuss Ricketson & Graham CHAPTER 11 'Wordcraft'

| | | conference, Stanford University June 18-19, 2010. http://freelance.stanford.edu/reports/pitch/

Week 10 Moodle readings folder: Pitch examples

BRING TO CLASS: Five (5) copies of your 500-word story pitch. A pitch is a message to an editor that flags a story idea, and argues for your story's novelty, significance and appeal to the publication or program's target audience. Context should be explained by reference to previously published news media reports, articles and books, while novelty is established by highlights from your own reporting and interviewing. |
| | Lecture | 8cb h'gY``'mci f'gci `žgY``'mci f'ghcfm̂   H\Y`_Ymg hc'gi WW/ggŽi `'d]H/X]b[

How do aspiring feature writers convince editors to support their projects? This class explores the secrets of the successful "pitch". |
| | Tutorial | IN-CLASS ACTIVITY (PRESENTATIONS)

Pitch your story to the Digital Editor of @W ei adfŽk and get feedback from students and tutors before submitting their final pitch. Joining us in class will be Connie Levett, Foundation Editor of @W ei adfŽk.

INSTRUCTIONS: Each student comes to class ready to present their two-minute verbal story pitch. Ensure that you briefly answer the following questions:

1. What is your 1,500-word feature article (Assignment 2) about?

2. What genre have you written it in?

3. Who did you interview and what were their best quotes?

4. What does your story say or do that hasn't been said or done before by others?

฿!7@5GG'DCFH: C@€C 'GI 6A €GS€B `*'fl $$'!) $$'k cfXgŁF 9J €9 '5B8 'GI 6A ⊞'MCI F ': ฿5@ D⊞7<. Before the end of Week Ten revise your pitch based on class, editor and tutor feedback, and include the 500 word revised written pitch as one of the pieces of work included in your Assignment Three (Portfolio) submission. |

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All students must purchase the following textbook which is set reading in most weeks of this course:

Ricketson, M. & Graham C. (2017) I dff`Y 8WSfgdWE fadWe, : ai fa dWeWSdUZ S`V i dfWSdf[UWe Xa_ ‍[ef[UWe fa ‍a`YXad_ ž

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Hi fb]h]b˙Gi Va]gg]cb

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 . 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 thithi   M   S   M M
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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
-

- 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

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

Phone

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

Image Credit

The Beach. Photo credit: Christopher Kremmer 2017

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