

COURSE OUTLINE



COURSE NAME: Magazine Editing	COURSE NO: CMNS 351
TERM: Summer 2014	COURSE CREDITS: 3
INSTRUCTOR: XXX E-mail: Phone: Office:	INSTRUCTIONAL HOURS PER WEEK: Six instructional hours for seven weeks plus two hours of fourth hour activities each week, including Moodle activities and individual and group meetings
OFFICE HOURS:	CLASSROOM:

COURSE CO-REQUISITES:

None

REQUIRED TEXT and OTHER RESOURCES:

The Canadian Press Stylebook, 16th edition, The Canadian Press, 2010.

Other readings will be available through the course Moodle, by e-mail or as handouts. Students should have access to a thesaurus and a good Canadian dictionary (Canadian Oxford Dictionary or Gage), either printed or digital. *CP Caps & Spelling* is also recommended.

COURSE FORMAT:

Six instructional hours for seven weeks plus two hours of fourth hour activities each week, including Moodle activities and individual and group meetings. Moodle will be used for distribution of assignment descriptions, some readings and other materials. The enrolment key for the course Moodle will be distributed in class.

COURSE OUTCOMES:

GENERAL OUTCOMES:

The general objectives of CMNS 351 are to introduce the vocabulary, concepts and tasks common to magazine editors and publishers.

SPECIFIC STUDENT OUTCOMES:

Upon successful completion of this course, students should be able to demonstrate competence in the following abilities and skills. See Faculty of Business – Our Commitment to Assessment and Constructive Feedback for description of the six Levels of Comprehension.

ABILITIES		LEVELS*
COMMUNICATIONS	C1 Write editorial correspondence such as assignment and fix letters, internal memos and story proposals.	1→5
	C2 Use clear and correct English, incorporating CP Style rules where appropriate.	1→6
	C3 Edit raw manuscripts, including both substantive and line edits, to bring stories to a publishable level.	1→5
	C4 Write heads, decks and display copy for articles, feature spreads and magazine covers.	1→3
	C5 Understand and apply principles of fact-checking when editing stories for fairness, accuracy and balance.	1→5
ANALYSIS AND DECISION-MAKING	A1 Identify and describe the roles and range of tasks of an editor.	1→3
	A2 Understand and apply the principles of organizing editorial content in an appropriate, industry-acceptable way.	1→5
	A3 Understand the role of editing and the managerial duties of an editor in the context of complex, evolving world of magazine publishing.	1→3
SOCIAL INTERACTION	S1 Participate in discussion of issues in editing with classmates and with guest speakers, with attention paid to the writer-editor relationship, media law and ethics, and the social characteristics of media.	1→3
	S2 Understand and explore through class exercises the editor's role in shaping the "voice" of the magazine by articulating editorial vision in the creation of individual and team magazine projects.	1→3
CITIZENSHIP AND GLOBAL PERSPECTIVES	G1 Identify and discuss global editorial trends among consumer magazines, including the use of websites, social media and Internet applications.	1→5
	G2 Recognize and define key roles, opportunities and limitations faced by magazines in executing civic responsibilities, such as ensuring representation and diversity.	1→5

EVALUATION PROFILE:

Assessment	CAPabilities Assessed					
	% of Total Grade	Individual /Group	Communications	Analysis & Decision Making	Social Interaction	Citizenship & Global Perspectives
Five Story Ideas	5%	I	C1, C2	A1, A3	S1, S2	G2
Assignment Letter	5%	I	C1, C2	A1, A3	S1, S2	G2
Fix Note	10%	I	C1, C2	A1	S2	G2
Display Copy	10%	G	C1, C2	A3	S1	G2
Artwork Selection	10%	I	C2	A3	S1	G1
Editorial Package	15%	I	C1, C2	A3	S1, S2	G1, G2
Short Edit	10%	G	C1, C2, C3	A1, A2	S1	G2
Long Edit	15%	G	C1, C2, C3	A1, A2	S1	G1, G2
Exam	10%	I	C2, C3, C4	A1, A2		
Instructor Evaluation	10%	I	C1 to C5	A1 to A5	S1	G1
TOTAL	100%					

ASSIGNMENT DETAILS

Assignment 1: Five Story ideas (5%)

Create five story ideas suitable for specific magazines.

Assignment 2: Assignment Letter (5%)

Drawing on one story idea, write an assignment letter to a freelance writer outlining the objective and terms of the assignment.

Assignment 3: Fix Note (10%)

Write a fix note to a freelance writer explaining how the story he/she has submitted must be revised and why the revisions are necessary.

Assignment 4: Editorial Package (15%)

Propose an editorial package that draws together elements such as a main feature, sidebars and graphic elements.

Assignment 5: Display Copy (10%)

Working in class as a group, create display copy for a range of features and short articles in real-world magazines.

Assignment 6: Short Edit (10%)

Edit a short magazine feature to make it suitable for publication, applying CP Style guide rules and copy editing techniques discussed in class.

Assignment 7: Long Edit (15%)

Edit a long magazine feature to make it suitable for publication, applying CP Style guide rules and copy editing techniques discussed in class.

Assignment 8: Artwork Selection (10%)

Work as a group to find artwork appropriate for a magazine article, and present your work to the class.

Assignment 9: Exam (10%)

In-class exam (demonstrate your copy editing skills).

Instructor Evaluation (10%)

This mark reflects your participation, attendance and professionalism.

COURSE CONTENT/SCHEDULE: Graded assignments noted in bold. Deadlines and specifics subject to change.

Week One, Class A: MAGAZINE ARCHITECTURE

Handouts: magazine glossary, proofreading marks, editing exercise, student info sheet

- Discussion of class background, interests and goals.
- Review of course outline and instructor expectations.
- What is a magazine?
- Explore types of magazines, and how editorial content is organized in different magazines.
- Review magazine terminology.
- Learn about magazine job titles and staff structures.
- Baseline editing exercise.
- Discuss the idea generation process, and story idea assignment.
- Group idea generation.

Assignment: create Five Story Ideas, worth 5%, due before the next class. Please submit by email and bring a hard copy.

Readings for next class: *The Canadian Press Stylebook* pages 6-33.

Week One, Class B: EDITORS AND EDITING

Five Story Ideas due by the beginning of class, by email and hard copy.

Handouts: sample assignment letter.

- Discuss the difference between proofreading, copy editing and substantive editing.
- Review CP Stylebook reading.
- Review editing exercise.
- Self-marked editing exercise and review.
- Group discussion of story ideas. We will discuss whether they are good ideas **and** whether they are suitable ideas. We will explore how these ideas would be received and shaped by editors.
- How to develop good relationships with freelance writers. What are editors really like, and what are their various ways of working with freelancers?
- How to assign a story to a freelance writer (review sample).
- Know and respect your writers to get the best out of them.

Assignment: Write an Assignment Letter, worth 5%, due next class.

Readings for next class: *The Canadian Press Stylebook* pages 54-58 (editing), 63-68 (feature writing).

Optional reading: Boston Phoenix obituary, John McPhee on the New Yorker editors.

Week Two, Class A: THE TOOLS AND THE PEOPLE

Assignment Letter due at the beginning of class, by email and hard copy.

Handout: suggested reference books, useful websites, sample fix notes, fix note assignment.

- Discuss resources for effective editing.
- Look at various editing guidebooks and systems.
- Discuss CP Stylebook reading.
- Self-marked editing exercise and review.
- Complete reporter/editor questionnaire.
- Discuss the types of people at a magazine, and how an editor manages them.
- How to set boundaries, in an organization and with individuals.
- How to get everyone working on the same page.
- Treating writers with respect.
- Substantive editing: elaborate on how to edit feature stories for structure, clarity and style.
- The most common big-picture editing mistakes.
- Discuss the fix note assignment.

Assignment: Fix Note, worth 10%, due XX.

Reading for next class: *The Canadian Press Stylebook*. Readings on magazine packaging Come prepared with a question for guest speaker (TBA).

Week Two, Class B: THE ART OF MAGAZINE PACKAGING

Guest speaker: TBA

- Self-marked editing exercise and review.
- Primer on writing display copy.
- Editorial packaging; feature story conception and development.

Assignment: Editorial Package Proposal, worth 15%, due XX.

Reading for next class: Group display writing handouts. *Canadian Press Stylebook* pages 80-83, online articles on effective headline writing. Come to class prepared to discuss your preliminary editorial package ideas.

Week Three, Class A: THE ART OF DISPLAY COPY

Assignment: Fix Note due at the beginning of class.

Assignment: In-class Display Copy Writing exercise, worth 10%.

- Group display copy writing assignment.
- How to build a successful editorial package.
- Class discussion to help develop students' editorial packages.

Reading for next class: *The Canadian Press Stylebook*, plus online readings on ethical issues.

Week Three, Class B: LIBEL, ETHICS AND BOUNDARIES

- Discussion of media law, real-world legal situations, strategies for avoiding legal bills. Review of assigned readings.
- Explore the range of publishing ethical issues.
- Discussion of related readings.
- In-class exercises involving moral and legal dilemmas faced by editors.
- * Discuss short edit assignment.

Assignment: Short Edit, worth 10%, due next class.

Reading for next class: Assigned pages from *The Canadian Press Stylebook*, readings on magazine advertising.

Week Four, Class A: ADS AND EDITORIAL: TIPPING ON THE TIGHTROPE

Short edit due at the beginning of class.

- How editorial vision should permeate the entire organization.
- The role of the editor in managing production schedules.
- Sales and advertising basics as they relate to the editorial department.
- How ads and editorial should and sometimes actually do work together.
- How to lay out ads to work for both advertisers and editorial objectives.
- In-class advertising dilemmas group exercise.

Readings for next class: *Canadian Press Stylebook* pages 75-79 (graphics), 99-115 (pictures).

Week Four, Class B: EDITORS AND DESIGNERS

Assignment due: Editorial package draft for class discussion. Please bring six copies.

In-class assignment: group exercise in finding online artwork, worth 5%

- TED design video
- Finding and choosing artwork for a website.
- Working with an art director.
- Assigning artwork.
- Examples of effective and ineffective art.

Assignment: reminder to complete final revision for editorial package.

Readings for next class: online fact-checking material.

Week Five, Class A: EDITING FOR THE FACTS

Assignment due: Editorial package final revision, worth 15%

- The who, what, where, when and how of fact-checking.
- In-class fact-checking exercises.
- Basic editing skills review: proofreading, line editing, substantive editing, fact-checking, display writing, etc.
- Continuation of group work on manuscript editing, especially features.

Assignment: Long Manuscript Edit, worth 15%, due XX.

Reading for next class: TBA, on magazine circulation.

Week Five, Class B: NEWSSTAND CONFIDENTIAL

Guest Speaker: TBA.

- The complex realities of magazine circulation.
- Understanding and developing the business model for a magazine.
- Discussion of Long Manuscript Edit progress.

Readings for next class: assigned magazine websites (come prepared to explain what you like and don't like about the site), online magazines, tools, industry stats.

Week Six, Class A: LIFE WITHOUT PAPER

Guest speaker: TBA.

- How online magazines have revolutionized readership analysis.
- Discussion of self-published and online magazines. What's succeeding? How is success measured?
- What impairs the success of online publications?
- What is different about editing for online readers?
- What are the tools that you will use editing for websites?

Readings for next class: look at magazines produced by local publishing company. Come prepared with questions for company's editors and staff.

Week Six, Class B: FIELD TRIP

Visit to local magazine publisher, where we will meet with editors and other staff to discuss consumer and contract title publishing in Western Canada.

Readings for next class: TBA

Week Seven, Class A: CREATE A MAGAZINE

Long Edit assignment due today at the beginning of class.

In-class editing exam, worth 10% of final mark.

- Short exam reviewing a wide range of course material.
- A look at brand extension and changing emphasis in the magazine business.
- Course evaluation.
- Class will break into groups and create a plan to launch a magazine.

Reading for next class: readings related to the future of magazines, print media and online media.

Week Seven, Class B: YOUR FUTURE IN MAGAZINES

- Review of Long Edit assignment.
- Discuss how the class has shaped your expectations and ambitions.
- Possibly expand on the create-a-magazine exercise.
- Discuss readings on the future of magazines, print media and online media.

Grading Profile:

A+	90-100%	B+	77-79	C+	67-69	D	50-59
A	85-89	B	73-76	C	63-66	F	Below 50%
A-	80-84	B-	70-72	C-	60-62		

UNIVERSITY POLICIES AND EMERGENCY PROCEDURES

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website. In an emergency, students are directed to the Emergency Procedures posted in every classroom.

FACULTY OF BUSINESS POLICIES

In addition to the policies of the university, the Faculty of Business has the following policies governing the management of our classes and curriculum.

Attendance:

Regular attendance and punctuality are both essential and expected due to the nature and format of the course materials.

Cheating and Plagiarism:

Cheating is an act of deceit, fraud, distortion of the truth, or improper use of another person's effort to obtain an academic advantage. Cheating includes permitting another person to use one's work as their own. Plagiarism is the presentation of another person's work or ideas as if they were one's own. Plagiarism is both dishonest and a rejection of the principles of scholarship. Information about how to avoid plagiarism by proper documentation of sources is available in the Library, the Writing Centre and is published on the University website.

Penalties for Cheating and Plagiarism:

A grade of '0' for an examination, quiz or assignment or 'F' for the course may be assigned if cheating or plagiarism has taken place. First incidents deemed by the instructor to be particularly serious or second or subsequent incidents of cheating and plagiarism will be dealt with under the provisions of the University Policy on Cheating and Plagiarism (See the University website). All students should familiarize themselves with the University Policy on Cheating and Plagiarism as such behaviour can result in suspension from the University.

Incomplete Grades:

Incomplete grades will not be given unless special arrangements have been made with the instructor prior to the date set by University administration.

Professional Behaviour:

Students must demonstrate a professional attitude and behaviour toward work, fellow students and their instructors. Each student should demonstrate reliability, respect for and co-operation with colleagues. A willingness to work calmly and courteously under difficult conditions as well as a determination to achieve first-class work while meeting deadlines is necessary in the Business Faculty. Students should have respect for equipment and systems. Students should display a constructive response to criticism.

Copyright Policy:

Students are expected to familiarize themselves with and abide by the University's Copyright Policy. The University's Copyright Policy is published in the University website.

PROGRAM POLICIES – School of Communication

In addition to the Capilano University and Faculty of Business policies, the School of Communication has the following policies governing the management of our classes and curriculum.

Missed Exams and Quizzes:

Students will submit assignments within the time allotted. Late assignments and/or missed exams will receive **no grade** unless the student has made arrangements with the instructor well in advance; the student is responsible for contacting the instructor to arrange such make-ups.

English Usage:

All assignments are marked for correct English usage, proofreading and formatting.

COURSE LEVEL POLICIES

In addition to Capilano University and Capilano School of Communication policies, the following policies govern the management of this class and its curriculum.

Assignments:

Homework assignments are due at the **start of class** on the due date unless otherwise advised by your instructor. Late assignments will only be accepted if prior approval for a late submission date has been given by the instructor.

Programmable Tools:

Please note the use of programmable items such as calculators, dictionaries etc. is forbidden during tests, quizzes, and exams. Cell phones are not to be brought to any test, quiz, or exam.

Additional clarification/expansion of departmental or faculty level policies at the discretion of the instructor.



CAPILANO UNIVERSITY VISION, MISSION and GOALS

UNIVERSITY VISION

Students are drawn to our dynamic and unique programs, passionate faculty, welcoming staff, and close-knit learning environment; graduates are independent learners, thinkers, and doers actively contributing to their communities.

UNIVERSITY MISSION STATEMENT

We are a teaching-focused university offering a wide range of programs and services that enable students to succeed in their current studies, in their ongoing education, in their chosen careers, in their lifelong pursuit of knowledge, and in their contribution as responsible citizens in a rapidly changing and diverse global community.

UNIVERSITY GOALS

Arising from the Mission statement, the Institutional Goals are broadly defined as the general areas of success that are desired for all students. From the Mission, the Institutional Goals are:

- Student success in ongoing education
- Student success in chosen career
- Student success in lifelong pursuit of knowledge
- Student success in contributing as responsible citizens in a rapidly changing and diverse global community

In order to support student success in these areas, the institution has identified seven broad learning outcomes for students in all programs. These **institutional student learning outcomes** are:

1. Self-directed learning, awareness, and responsibility
2. Up-to-date information gathering and research skills
3. Communication skills

4. Quantitative reasoning ability
5. Group and social interaction skills
6. Creative, critical, and analytical thinking skills
7. Community/global consciousness and responsibility



FACULTY OF BUSINESS & PROFESSIONAL STUDIES

MISSION STATEMENT

To provide students with the necessary skills and abilities to be immediately effective in their employment or further studies, and to possess a sound basis for future progression in their chosen career, in the lifelong pursuit of knowledge, and in their contribution as responsible citizens in a rapidly changing and diverse global community.

OUR COMMITMENT TO SKILLS AND ABILITIES

The Faculty of Business & Professional Studies, through the delivery of this course, is committed to the development of skills so that students can perform the tasks of this discipline in an efficient and effective way. In addition, through the delivery of all courses, the Faculty is committed to the development of core 'abilities' that will prepare students for future career progression in a chosen field. A well-rounded graduate, in addition to being able to perform certain tasks, will have the following CAPabilities;

CAPability	Description
Communication	Selects, uses and integrates communication skills to develop informative, explanatory and persuasive presentations to a variety of audiences using oral and written communication and language, quantitative and technological literacy.
Analysis and Decision-Making	Brings a unique perspective to the analysis of organizational issues through systematic thinking and the application and adaptation of frameworks and tools that assist decision-making
Social Interaction	Uses appropriate interpersonal and group theory to deal with inter-personal, team, stakeholder and professional situations to inform, persuade and influence.
Citizenship, Sustainability and Global Perspective	Understands corporate social responsibility within organizational contexts and the social role and impacts of organizations. Understands sustainability within organizational contexts, decisions and business practices. Assesses the interrelationships between business models and decisions and the social and natural environments in which they operate. Integrates personal, professional and community values in a decision-making context as a member of an organization. Works effectively with interdependence and diversity by framing issues in the broader global context, understanding the social and cultural roots of business, governments and other organizations and by providing managerial support as part of a global strategy.

OUR COMMITMENT TO ASSESSMENT AND CONSTRUCTIVE FEEDBACK

The Faculty of Business & Professional Studies is committed to providing feedback that rewards excellence and motivates personal development. We use a mixture of personal, peer and professional assessment so that students have a diverse view of their progress in skills and abilities development. It is important to use feedback to enhance the quality of learning. The assessment model is designed to give a fair reflection of the letter grade earned, as well as a road map for personal skill and ability development. For each skill and ability in the course students will be assessed as to the level of comprehension demonstrated. Grades are a function of how students have met course expectations as to those levels of comprehension.

SIX "LEVELS" of comprehension

KNOWLEDGE	
1. Recognize	Be able to identify the components of a framework or tool.
2. Define	Be able to describe the aspects of the components of the framework or tool.
APPLICATION	
3. Use	Be able to manipulate the framework or tool to cause a result.
4. Interpret Results	To understand the result of the manipulation in a meaningful way.
JUDGMENT	
5. Situational Use	To be able to identify situations where the framework or tool should be applied, and then apply the framework or tool, including using the results effectively.
6. Adaptation	To be able to creatively adapt the framework or tool such that its use will maximized in a given situation.



SCHOOL OF COMMUNICATION

MISSION STATEMENT

The mission of the School of Communication is to train students in applied communications that develop writing and speaking skills in preparation for employment and for further study. This mission supports the mission of the University to enable student success in applied studies and chosen careers.

PROGRAM OUTCOMES

Knowledge To develop students' understanding that jobs in the communications industry demand professional standards, from concept to drafting, organization, layout and editing. To provide an overview of the range of skills and strategies required for working in corporate, community, and government communications fields.

Skill To provide opportunities for students to write to professional standards and to develop pose as a speaker in a variety of contexts.

Value This program values opportunities for students to recognize that writers with general skills must adapt quickly to changing requirements.

STUDENT LEARNING OUTCOMES

Demonstrate competence in editing for spelling, grammar, format and style.

1. Write to professional standards by composing research reports, proposals, general business correspondence, media releases, brochures, and advertisements.
2. Demonstrate competence in researching primary and secondary sources to compose research reports.
3. Apply APA style to research reports.