

**St. Jerome's University in the University of Waterloo**  
**Department of English**  
**ENGL 210H**  
**Arts Writing**  
**Fall 2018**  
**MONDAYS 7-9:50 pm**  
**SJ2 Room 2007**

**Instructor:** Paul Challen

**Office:** NA (As I do not have an on-campus office I guarantee a response to emails / texts/phone calls within 24 hours if humanly possible.)

**Phone/text:** 905 869 9578 (mobile) / **Email:** [pchallen17@gmail.com](mailto:pchallen17@gmail.com)

**Course Description**

We will cover three main areas in this course:

- 1) Writing about the arts from a critical perspective -- reviewing, profiles, features
- 2) Writing to promote the arts from within an arts organization -- such as a museum, gallery, theatre company, etc.
- 3) Editing and proofreading

**Note:**

- We will emphasize group work that duplicates the collaborative process in professional writing environments.
- Several visitors to our class and a trip to the U of Waterloo Art Gallery (UWAG) will add perspectives on professional writing.

**Course Goals and Learning Outcomes**

At the end of this course, you should be able to:

- Write clearly and engagingly about the arts, both from a critical and promotional perspective.
- Know how to tailor your writing to a wide range of audiences.
- Edit accurately for style, spelling and grammar, using editorial best practices.
- Write more effectively in completing future work in school and in professional settings

**Note:** As we will be following best practices in publishing, journalism and media/public relations, adherence to deadlines, word count and accuracy in writing will be key!

**Readings:**

There are no required texts for the course. All readings are available on-line as per the class outlines below. The reading load is not excessive, but all readings are required. We will be having extensive discussion on readings – and the occasional pop quiz --which will be taken into serious consideration for your class contribution mark – see below!

## Course Requirements and Assessment

Your final mark in this class will be based on the following; see below for details:

- |  |             |
|--|-------------|
| • Class contribution (throughout term)             | 20 per cent |
| • Assignment 1: Review (due Oct 1)                 | 15 per cent |
| • In-class copy editing test (due Nov 5)           | 15 per cent |
| • Assignment 2: in-house arts writing due (Nov 12) | 15 per cent |
| • Final Assignment (due Dec 3; outline Nov 19)     | 35 per cent |

**NOTE:** There is no mid-term or final in this class.

### **Important! Class contribution:** (20 per cent of final mark)

Your contributions to the class counts for fully 20 per cent of the final mark. **Quality** of contribution will be considered, not **quantity**. You do not have to be a “big talker” in class to contribute; many “quiet” students in past years have received excellent contribution marks. Contribution includes input into group exercises, participation in discussions in class that demonstrate knowledge of the reading that has been assigned, impromptu quizzes, and, of course, attendance – you cannot contribute if you are not there!

**Please note that every year, one of the top recommendations from students on the course evaluations is "make sure you attend class!"** Also, contributions (questions, suggestions, etc) via email are strongly considered towards this mark. **Finally, excessive time spent paying attention to cell phones and laptops will seriously hurt your mark in this area!!**

### **ASSIGNMENTS - General Information**

For written assignments, style, content and editing (grammar, spelling, etc.) will be key. I will also be looking for proof that you understand the writing styles we have studied in class. (In other words, I want to see work you could not have done prior to taking this class!)

As this is a practical writing class, we will devote **a lot of time** in class to preparing for assignments, and in reviewing completed assignments. Again, being in class to participate in these prep sessions is key. You will receive your assignments back **in class** the week after they are submitted.

We will be reviewing each assignment extensively in the classes leading up to the due dates, and will review each assignment in class after they have been handed back.

**NOTE:** Please put your name, assignment number/name, word count on the front page of each assignment. Assignments are due by the **start** of class (7 pm) on the due date. If by prior arrangement with the instructor you are submitting via email, your submission must reach my in-box no later than 7 pm!

**VERY Important:** If submitting via email:

- Please label your attachment with your name, course (ENGL 201H) and assignment number. Do not, under any circumstance, send me an attachment called “Assignment One” or “ENGL 201H Assignment” or any other ambiguous file name. It is very confusing (and annoying) to receive these files as I have to re-name them for my own records. If I receive such an attachment, I will send it back and will only accept it with an appropriate file name.
- Note: The assignment will only be considered submitted when this is received -- which may lead to a reduction in marks! (See below re late penalties.) An appropriate file name would be:  
**J Trudeau\_ENGL210H\_Assignment One**
- You will receive a reply email from me within 48 hours of submitting an assignment via email, acknowledging that I have received it. If you do not receive this email, please assume I have not received it... and follow up!

**Policy on late submissions:** In keeping with the best practices in journalism, students are expected to meet deadlines. Medical reasons (supported by a note from a doctor or other health care professional) are the only ones that will be accepted for late assignments, and upon submission of the doctor’s note a new deadline will be set by mutual agreement between instructor and student.

**Note:** Please notify me re: any difficulties you are having in completing assignments as soon as possible.

**Deductions:** One mark (not one percent!) per day for assignments marked out of 15; two marks per day (not two percent!) on the assignment marked out of 35.

**Assignment One: Review.**

**Due in class 4- Monday, October 1** (15 per cent of final mark)

**Length: 650-750 words \*\* Note: KYA - your assignment MUST also include a 25-50 word summary of the audience you are writing for!**

**Review a live performing arts event such as a play, concert, comedy show, “open mike” night, dance performance, etc.**

- Attend this event in person, and submit proof of attendance (program, ticket stub, photo of your food/drink receipt etc).
- If cost is a concern, find a free event or one with a student discount.
- Note: If you are considering an “unusual” event please check with me at least one week before starting the assignment. I will accept just about any event as a “live performing arts event” but students who have not checked with me first to make sure an unconventional event is acceptable have sometimes found their marks have suffered because the event they chose was in fact not appropriate.

**Assignment:** Write a review of the event you attend, using the conventions/styles we have covered in class.

- Grammar and spelling are crucial, as well as an engaging style, and the basic elements of a good review.

- Make sure your review is the correct length. And, it is crucial you tell me who your audience is – I cannot judge how well you have written for your audience if I don't know who they are!

**Editing test: Monday November 5 in class number 8** (15 per cent of final mark)

- This is a 1-hour editing test based on editing principles and practices we have reviewed to that point.
- You will be marked on errors you catch in a short chunk of text.
- We will be practicing for this test in preceding classes (so don't miss them)!

**Assignment Two: Promotional Arts Writing**

**Due in class 9: Monday, November 12**

(15 percent of final mark)

**\*\* 1,000-1,200 words. Note: KYA - your assignment must also include a 25-50 word summary of the audience you are writing for!**

**Promotional writing for an exhibit or performance.** Complete the following about an imaginary exhibit of your choice (i.e. paintings, sculpture, museum, concert, dance, etc.). This is material that will appear in a program, or on the walls of an art gallery, museum, etc:

- 1) Bio of the artist(s)
- 2) Overview of the exhibit or performance
- 3) At least five individual notes on separate elements of the exhibit or performance (i.e. five short summaries of paintings, sculptures, songs, etc.)

**Notes:**

- We will review format and expectations for this assignment in preceding classes. Remember your KYA statement!
- Consistency is key -- there should be a clear thematic link between all these elements.
- You may allot the 1,000-1,200 words however you see fit between each of the three elements, and part of your mark will be based on how well you apportion the word count!

**Final assignment: Joining Critical and Promotional Writing**

**Due in class 12: Monday, December 3 (last class).** (35percent of final mark)

**NOTE – an outline for this assignment is due in class on November 19.**

**\*\* 4,000-5,000 words.**

**Note: KYA - your assignment must also include a 25-50 word summary of the audience you are writing for!**

Your assignment will see you taking both "sides" of the critical/promotional forms we have studied in class.

Imagine you are both a PR person promoting an **imaginary** arts organization that is launching a new season AND a reviewer/critic working for an arts publication, website, etc.

In these roles, write the following:

**As PR person:**

- 1) A news release announcing the new season, exhibit, concert series, tour, etc.
- 2) A Q& A / FAQ document
- 3) Bios of major artists or creative personnel involved

**As a reviewer/critic:**

- 5) A review of a single performance, exhibit, concert, etc. within this new season (i.e. one concert as part of a larger tour)
- 6) A feature /profile on some aspect of items 1-3 above -- i.e. on an individual performer/artist, or behind-the-scenes piece

You can allot the 4-5000 word total as you see fit. Part of this exercise is an evaluation of how you use the word count on each of the different pieces above.

As always, your assignment will be evaluated for writing (quality, style, grammar and spelling).

**Notes:**

- We will do extensive review and preparation for this assignment in preceding classes. Remember KYA!
- As these assignments are due on the final day of class I will return them, marked, to any students who provide me with a mailing address.

## **Class Schedule**

### **CLASS ONE: Monday, September 10**

**What we'll cover:**

- Introduction to arts writing ENGL 201H - what it's all about!
- Instructor and class intro; review course outline
- Discussion: What do we talk about when we talk about "the arts?"

**Reading for this class:**

- N/A

## **CLASS TWO: Monday, September 17**

### **What we'll cover:**

- Guest speaker from UW writing centre - Mary McPherson
- Reviewing -- a general overview; film, books, theatre.
- Review and group work re: paper due in two weeks

### **Reading for this class:**

**Summary:** Chapter 1, The Critic's Canon, by Richard H Palmer. (posted on LEARN)

### **Sample Reviews:**

- **Film:** "Christopher Nolan's Wartime Epic," by Anthony Lane. The New Yorker, July 31, 2017 (<http://www.newyorker.com/magazine/2017/07/31/christopher-nolans-wartime-epic>)
- **Book:** "An Epic Showdown as Harry Potter Is Initiated Into Adulthood," by Michiko Kakutani. The New York Times, July 19, 2007. (<http://www.nytimes.com/2007/07/19/books/19potter.html?mcubz=1>)
- **Theatre:** "Review: The Madwoman of Chaillot is limp at best and ethically ugly at worst," by J. Kelly Nestruck. The Globe and Mail, August 25, 2017.

**Grammar/Style Lesson 1:** University of Waterloo Style Guide – sections Acronyms to Numbers sections. <https://uwaterloo.ca/brand/resources/waterloo-writing-style-guide>

## **CLASS THREE – Monday September 24**

### **What we'll cover:**

- Guest Speaker – Jeff Mahoney, Hamilton Spectator: Generating ideas, working with editors, writing process, tips for interviewing
- Review / group work re: paper due next week

### **Reading for this class:**

#### **Canadian Theatre Critics Code of Ethics:**

[http://canadiantheatre critics.ca/?page\\_id=9](http://canadiantheatre critics.ca/?page_id=9)

#### **Profiles:**

- "Building and showcasing the grass roots art scene," by Martin DeGroot. KW Record, January 9, 2015. (<https://www.therecord.com/whatson-story/5250998-building-and-showcasing-the-grass-roots-art-scene/>)

- “This is what it’s like to live in an art gallery,” by Tracy Haynes. Toronto Star, August 26, 2017. (<https://www.thestar.com/life/homes/2017/08/26/this-is-what-its-like-to-live-in-an-art-gallery.html>)
- “The Optics of the Language: How Joi T. Arcand Looks with Words,” by Billy-Ray Belcourt. Canadian Art, August 29, 2017. (<http://canadianart.ca/features/optics-language-joi-t-arcand-looks-words/>)
- “Collecting art, collecting life,” by Jeff Mahoney. Hamilton Spectator. July 29, 2016. (<https://www.thespec.com/news-story/6788122-mahoney-collecting-art-collecting-life/>)

**Grammar Lesson 2:** University of Waterloo Style Guide – sections People and Titles to Boilerplate:

<https://uwaterloo.ca/brand/resources/waterloo-writing-style-guide>

## **CLASS FOUR: Monday Oct 1**

### **What we’ll cover**

- Assignment 1 due today
- Reviewing music, graphic arts, arts travel.

### **Reading for this class**

#### **Sample reviews:**

- **Music:** “Review: Stars of Kiwanis music festival make it look easy,” Guelph Mercury, May 31, 2010. (<https://www.guelphmercury.com/news-story/2704528-review-stars-of-kiwanis-music-festival-make-it-look-easy/>)
- **Graphic Arts:** “A Tate Modern Show Examines Race in the U.S.,” by Roslyn Sulcas. The New York Times, Sept 6, 2017. (<https://www.nytimes.com/2017/09/06/arts/design/tate-modern-soul-of-a-nation-black-power.html>)
- **Travel:** “Chicago’s Shedd Aquarium, Frank Lloyd Wright homes impress,” by Marie Bruce. Vancouver Sun, February 24, 2017. <http://vancouver.sun.com/uncategorized/travel-community/chicago-warns-the-heart-of-our-writer-despite-the-cold>
- **Grammar Lesson 3:** University of Waterloo Style Guide – sections Logos to Video:

<https://uwaterloo.ca/brand/resources/waterloo-writing-style-guide>

**Monday October 8 - no class... Give thanks today!**

**CLASS FIVE: Monday October 15**

**What we'll cover**

- Visit to U of Waterloo Art Gallery -- please meet at Gallery in East Campus Hall
- Guest speaker: Ivan Jurakic, director/curator of the U of Waterloo Art Gallery: exhibition tour, aspects of writing a gallery review, connection between critical and promotional writing; Q+A

**Reading for this class**

- Review website of University of Waterloo Art Gallery (UWAG) in preparation for this week's visit: <https://uwag.uwaterloo.ca/>

**CLASS SIX: Monday October 22**

**What we'll cover:**

- Introduction to promotional writing/transition from critical writing
- The elements/products of writing promotionally
- Introduction to editing

**Reading for this class:**

**News releases/ Media materials: Intro:** "The Ingredients of a Press Kit"

<https://www.entrepreneur.com/article/57260#>

**Samples:**

- Art Gallery of Ontario (<http://www.ago.net/press>) – read 3 or 4 samples
- KW symphony Press Kit: <https://kwsymphony.ca/media/presskit.php> - review elements of kit (Note – we will have a visitor from KW Symphony on Nov 19)
- Artist Bios: UWAG <http://uwag.uwaterloo.ca/artists-bios>

**Intro to editing 1: Practice test** - Editing marks sheet hand out in class + available on LEARN



## **CLASS SEVEN: Monday Oct 29**

### **What we'll cover:**

- Introduction to interviewing; interview techniques; outlining.
- Editing test practice #2

### **Reading for this class:**

#### **Interviewing:**

- Four Principles of Interviewing– Columbia School of Journalism (<http://www.columbia.edu/itc/journalism/isaacs/edit/MencherIntv1.html>)
- How to Conduct an Interview Like a Journalist (<http://thewritepractice.com/how-to-conduct-an-interview-like-a-journalist/>)

#### **Samples:**

- “How Jess Moskaluke's small-town values brought her big success,” CBC radio program, “Q” with Tom Powers. (audio – 16 min): <http://www.cbc.ca/radio/q/wednesday-sept-6-2017-loudon-wainwright-jess-moskaluke-and-more-1.4275487/how-jess-moskaluke-s-small-town-values-brought-her-big-success-1.4275548>)
- “Lady Gaga interview: the full transcript,” interview with Stephen Fry. Financial Times (London), May 27, 2011 (<https://www.ft.com/content/aa5b5ec4-86c8-11e0-9d41-00144feabdco>)

**Intro to editing 2: Practice test** - Editing marks sheet hand out in class + available on LEARN

## **CLASS EIGHT: Monday Nov 5**

### **What we'll cover:**

- Editing test (for real; not practice!)
- Writing display copy - an introduction to heds, deks, cutlines, pull-outs etc

### **Reading for this class**

#### **Display Copy – Intro**

- Journalistic Instinct Blog: “Journalistic jargon: hed, dek, lede, nut graf/nutgraf” <https://underthecurve.github.io/jekyll/update/2016/12/29/hed-dek-led-graf.html>

- Columbia Journalism Review  
[http://archives.cjr.org/language\\_corner/leading\\_questions.php](http://archives.cjr.org/language_corner/leading_questions.php)
- Poynter Institute: Ten Questions to Help You Write Better Headlines  
<https://www.poynter.org/news/10-questions-help-you-write-better-headlines>
- AAM Curators Committee: Best Practices in Museum Exhibition Writing (2004).  
(<http://www.museum-ed.org/best-practices-in-museum-exhibition-writing-2004/>)
- How to write Photo Cutlines <https://www.thebalance.com/how-to-write-photo-cutlines-2295921>

### **Samples:**

- 40 Great Headlines: <http://www.copyright.com/blog/40-headlines-the-good-the-bad-and-the-ugly/>
- 13 Great Headlines: <http://web.ku.edu/~edit/headgood.html>

### **CLASS NINE: Monday Nov 12**

#### **What we'll cover:**

- Guest speaker: Tor Lukasik-Foss, columnist, Hamilton Magazine, musician, graphic artist: Writing about the arts as an artist; how to write profiles; what's it really like to work for an arts organization; Q+A session
- Assignment 2 due today!

#### **Reading for this class:**

- Artist websites at: <http://www.thandb.ca/> and <https://www.cafka.org/cafka13-may-3-august-11/06-tor-lukasik-foss-hamilton-closet-intimacies-shadow-box-semi-private>
- Writing sample at: <http://canadianart.ca/reviews/graeme-patterson-art-gallery-of-hamilton/>
- <https://www.thespec.com/whatson-story/8645091-hamilton-planting-an-artistic-seed-in-the-baltic/>

## **CLASS TEN: Monday Nov 19**

### **What we'll cover:**

- Visiting speaker: Nancy Schnarr, Associate Director of Patron Experience, Kitchener-Waterloo Symphony: working and writing for an arts organization - a personal viewpoint
- Preparation for final paper
- Outlines for final paper due today.

### **Reading for this class:**

- Review KW Symphony site: <http://www.kwsymphony.ca/index.php>

## **CLASS ELEVEN: Monday Nov 26**

### **What we'll cover:**

- Preparation for final paper - workshop exercises and review

### **Reading for this class:**

- N/A

## **CLASS TWELVE: Monday Dec 3**

### **What we'll cover:**

- Final papers due today
- Guest speaker TBD - Career options for English/Arts students in writing and editing careers: Perspective of a U Waterloo Alum!

### **Reading for this class:**

- N/A

### **Important Information for Students**

- **Academic Integrity**: To maintain a culture of academic integrity, members of the University of Waterloo and its Federated University and Affiliated Colleges are expected to promote honesty, trust, fairness, respect, and responsibility.
- **Academic Integrity Office (UW)**: A resource for students and instructors. (<https://uwaterloo.ca/academic-integrity/>)

- **Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 \(Student Discipline\)](#).
- **Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Students who decide to file a grievance should refer to [University of Waterloo Policy 70 \(Student Petitions and Grievances\)](#). For more information, students should contact the Associate Dean of St. Jerome’s University.
- **Appeals:** A student may appeal the finding and/or penalty in a decision made under the St. Jerome’s University Policy on Student Discipline or University of Waterloo Policy 70 (Student Petitions and Grievances) if a ground for an appeal can be established. In such a case, read [St. Jerome’s University Policy on Student Appeals](#).
- **Note for Students with Disabilities:** The Accessibility Services Office located in Needles Hall, Room 1132, (<http://uwaterloo.ca/disability-services/>) collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS Office at the beginning of each academic term. They can also be reached by phone at 519-888-4567 ext. 35082

**END**