Course Description
The purpose of the course is to help the budding expert learn how to write for the public -- people outside your academic discipline. Students will work on writing that is rigorous, but never jargon-riddled or obscure; accessible to readers who don’t share your water-cooler; and compelling to people with little previous knowledge of its subject.

Learning Objectives
In this course, students will:
- Write clear, accurate and engaging prose in an audience-appropriate manner
- Demonstrate critical thinking, independence, and creativity appropriate to the role of journalism in a democratic society
- Interview subjects, conduct research, and evaluate information
- Learn how to simplify the abstruse, and to convey ideas to a wide audience.
- Learn to critique the writings of others

Course Structure
This class is a workshop, which means that students will have several writing assignments during the semester: approximately a minimum of 10 submissions of varying lengths in 15 weeks. Students must come to class prepared not only to discuss your own work, but also to evaluate your classmates’ writing.

Readings
There is no set text book for this course. Readings will be issued to students on a fortnightly basis, and will comprise material published in magazines, journals and newspapers, as well as excerpts from books. All material will be available online, or provided by the professor.

Readings for the first class are provided below. The rest will follow in class.

Course Requirements
Absolute fluency in English is a prerequisite. Reading of prescribed texts before class; completion of written assignments; reading of other students’ papers; discussion in class.

Grading
Final grades will be calculated as follows:
No exam. 75% of the grade based on written, submitted assignments; 25% on class participation.

9/5/2018 GENERAL INTRODUCTION
Reading (to be done before class):

Excerpt from “The Common Reader,” Virginia Woolf
http://ebooks.adelaide.edu.au/w/woolf/virginia/w91c/chapter1.html

‘Prof, No one is reading you’
Welcome to the “Writing for Wide Readership” class.

Introductions. Please prepare to describe yourself to the class: your academic background, your reasons for taking this class, your future plans.

Think about: What does a “wide audience” mean? What is expertise?

Assignment (no written submission required): Please identify ONE recently published piece that you think is a good—or bad—example of how to write for a wide audience. And be prepared to explain why you think so. You can source it from anywhere, including online, but be sure that the publication is intended for a general readership. (i.e., The New York Times or The Economist is OK, for instance; The Clinical Nurse Specialist or The Grumpy Economist is not!)

9/12/2018  LETTERS TO THE EDITOR
- [Reading 1]
- [Reading 2]

9/19/2018  OP-ED WRITING - I
- [Reading 2]
- [Name of assignment that is due]

9/26/2018  OP-ED WRITING - II
- [Reading 2]

10/3/2018  THE BOOK REVIEW - I
- [Reading 1]
- [Reading 2]
- [Reading 3]

10/10/2018  THE BOOK REVIEW - II
- [Reading 1]
- [Reading 2]
- [Name of assignment that is due]

10/17/2018  THE INTERVIEW
10/24/2018  WHY I WRITE: A PERSONAL STATEMENT
  •  [Reading 1]
  •  [Reading 2]

10/31/2018  PITCH FOR LONG-FORM PIECE
  •  [Reading 1]
  •  [Reading 2]

11/7/2018  PROFILES & OBITUARIES
  •  [Reading 1]
  •  [Reading 2]

11/14/2018  CRITIQUING A LONG-FORM PIECE
  •  [Reading 1]
  •  [Reading 2]

11/21/2018  ONE-ON-ONE MEETINGS
  •  [Reading 1]
  •  [Reading 2]

11/28/2018  WRITING FOR A FOREIGN READER
  •  [Reading 1]
  •  [Reading 2]

12/5/2018  LONG-FORM PRESENTATIONS
  •  [Reading 1]
  •  [Reading 2]

12/12/2018  LONG-FORM PRESENTATIONS
  •  [Reading 1]
  •  [Reading 2]

[Date] [Final Assignment Due]