

Introduction to Literary Journalism / Course Syllabus / Fall
2015 / 1

Introduction to Literary Journalism / LJ 20
Joseph Modugno
Department of English

Course: LJ 20 Section 29822

Class Meetings: M W 2:00-3:20pm
Location: Humanities Hall (HH) 230
Office hours: M/W 3:30pm MKH or Starbucks (by
appointment please)

UCI Lit-J website: <http://www.humanities.uci.edu/litjourn/>
Course Overview This course serves as an introduction to the literary journalism major. Literary journalism is nonfiction prose that transcends the limits of daily news. While reporting is always challenging, by “literary journalism” we mean a kind of writing that goes beyond “who, what, where and when” to give the reader a richer and more detailed picture of life events. It combines an immersive approach to reporting with the techniques of fiction. Although this type of writing has older roots, it became an identifiable genre in the 1960s when Tom Wolfe dubbed it “New Journalism.” New Journalists such as Wolfe, Joan Didion, John McPhee, and Gay Talese were trailblazers in the field. Today, literary journalism appears in periodicals such as The New Yorker, The Atlantic Monthly, Esquire and Harper’s Magazine, as well as in the magazines or literary supplements of many major newspapers. The Literary Journalism major is designed for students interested in studying and contributing to this distinct branch of nonfiction writing. The class has two objectives: First, it will introduce you to and

Literary Journalism Syllabus

Kristie S. Fleckenstein



Literary Journalism Syllabus:

James Agee in Context Michael A. Lofaro, 2023-01-17 It is difficult to overestimate the impact of the many new works by James Agee uncovered and published in the last twenty years. These previously unknown primary works have in turn encouraged a parallel explosion of critical evaluation and reevaluation by scholars to which *James Agee in Context* is the latest contribution. This superb collection from well-known James Agee scholars features myriad approaches and contexts for understanding the author's fiction, poetry, journalism, and screenwriting. The essays bring the reader from the streets of James Agee's New York to travel with the author from Alabama to Hollywood to Havana. Contributors explore overlapping and sometimes unique subjects, themes, and accomplishments or lack thereof in Agee's uncovered works and highlight the diversity of interest that Agee's complete body of work inspires. The insightful scholarship on influence examines connections between Agee and Wright Morris, Helen Levitt, John Dos Passos, Ernest Hemingway, and Stephen Crane. Such juxtapositions serve to illustrate how Agee drew on literary influences as a young man, how he used his work as a journalist to craft fiction as he was about to turn thirty, and his influence upon others. The volume concludes with three poems and a short story by Agee, all previously unknown. It seems astonishing that so much remains to be discovered about this protean author, his materials, and his circle. Yet the recovery and analysis of neglected texts and information mined from newspapers and magazines proves the extent to which Agee kept his mind and his work as he himself put it, patiently concentrated upon the essential quietudes of the human soul.

Teaching English Literature 16-19 Carol Atherton, Andrew Green, Gary Snapper, 2013-07-18 *Teaching English Literature 16-19* is an essential new resource that is suitable for use both as an introductory guide for those new to teaching literature and also as an aid to reflection and renewal for more experienced teachers. Using the central philosophy that students will learn best when actively engaged in discussion and encouraged to apply what they have learnt independently, this highly practical new text contains discussion of the principles behind the teaching of literature at this level, guidelines on course planning, pedagogy, content, and subject knowledge, advice on teaching literature taking into account a range of broader contexts such as literary criticism, literary theory, performance, publishing, creative writing, and journalism, examples of practical activities, worksheets, and suggestions for texts, guides to available resources. Aimed at English teachers, teacher trainees, teacher trainers, and advisors, this resource is packed full of new and workable ideas for teaching all English literature courses.

Women in American Journalism Jan Whitt, 2024-04-22 In this volume, Jan Whitt tells the stories of women who have been overlooked in journalism history, offering an important corrective to scholarship that narrowly focuses on the deeds of men like Joseph Pulitzer and William Randolph Hearst. She shows how numerous women broadened the editorial scope of newspapers and journals, transformed women's professional roles, used journalism as a training ground for major literary works, and led breakthroughs in lesbian and alternative presses. Whitt explores the lives of women reporters who achieved significant historical recognition, such as Ida Tarbell and Ida Wells.

Barnett Investigating the often blurry boundary between journalism and literature she explains how this fluid distinction has actually limited how many scholars perceive the contributions of authors such as Joan Didion and Susan Orlean Whitt also highlights the work of important novelists including Willa Cather Katherine Anne Porter and Eudora Welty to shed light on how their work as journalists informed their highly successful fiction This study also offers a survey of contributions women have made to the alternative presses including the environmental press and civil rights activism Whitt examines important figures in the early feminist press such as Caroline Churchill editor and reporter for Denver's Queen Bee and Betty Wilkins of Kansas City's Call Finally through newsletters newspapers magazines and journals she traces the history of the lesbian press and points out the ways in which it indicates that the alternative press is thriving

[The Cambridge History of Literary Criticism: Volume 6, The Nineteenth Century, c.1830-1914](#) M. A. R. Habib, 2013-02-07 In the nineteenth century literary criticism first developed into an autonomous professional discipline in the universities This volume provides a comprehensive and authoritative study of the vast field of literary criticism between 1830 and 1914 In over thirty essays written from a broad range of perspectives international scholars examine the growth of literary criticism as an institution and the major critical developments in diverse national traditions and in different genres as well as the major movements of Realism Naturalism Symbolism and Decadence The History offers a detailed focus on some of the era's great critical figures such as Sainte Beuve Hippolyte Taine and Matthew Arnold and includes essays devoted to the connections of literary criticism with other disciplines in science the arts and Biblical studies The publication of this volume marks the completion of the monumental Cambridge History of Literary Criticism from antiquity to the present day

Latino/a Literature in the Classroom Frederick Luis Aldama, 2015-06-19 In one of the most rapidly growing areas of literary study this volume provides the first comprehensive guide to teaching Latino literature in all variety of learning environments Essays by internationally renowned scholars offer an array of approaches and methods to the teaching of the novel short story plays poetry autobiography testimonial comic book children and young adult literature film performance art and multi media digital texts among others The essays provide conceptual vocabularies and tools to help teachers design courses that pay attention to Issues of form across a range of storytelling media Issues of content such as theme and character Issues of historical periods linguistic communities and regions Issues of institutional classroom settings The volume innovatively adds to and complicates the broader humanities curriculum by offering new possibilities for pedagogical practice

Literature and Learning Stefan Collini, 2025-03-05 The study and teaching of English literature is generally regarded as one of the central disciplines in the modern university yet for much of its history it struggled to gain academic legitimacy and was frequently derided as a soft option Its early professors responded by emphasizing its scholarly character foregrounding philology and literary history in ways that marked the syllabus far into the twentieth century Stefan Collini provides here the first full account of the discipline's development from its late eighteenth century beginnings up to the early 1960s Paying special attention to

institutional settings he challenges numerous assumptions about the character of universities in the nineteenth and early twentieth centuries From the detailed exploration of syllabuses exam papers and other institutional records the impact of literary criticism is revealed to be later and more partial than is commonly assumed Rather than seeing the early teaching of English literature as a substitute for religion or a means to soften class conflict Collini emphasizes the role of ideals of learnedness and scholarship as well as of external factors such as opportunities for employment in the civil service and secondary school teaching There are full discussions of the parts played by such figures as John Churton Collins A C Bradley George Saintsbury and Walter Raleigh together with sceptical analyses of the decisive significance usually attributed to Matthew Arnold T S Eliot I A Richards and F R Leavis Separate chapters are devoted to neglected aspects of the story such as the role of Classics the importance of the subject for women s higher education and the connections with English teaching in schools Drawing on extensive use of institutional archives and records as well as the writings of contemporary participants the book offers a vivid and wide ranging history of English as discipline and its centrality across academic literary cultural and educational life over the past two hundred years as well as a resounding testament to its continued importance and relevance today

The Digital Literary Sphere Simone Murray, 2018-10-01 How has the Internet changed literary culture 2nd Place N Katherine Hayles Award for Criticism of Electronic Literature by The Electronic Literature Organization Reports of the book s death have been greatly exaggerated Books are flourishing in the Internet era widely discussed and reviewed in online readers forums and publicized through book trailers and author blog tours But over the past twenty five years digital media platforms have undeniably transformed book culture Since Amazon s founding in 1994 the whole way in which books are created marketed publicized sold reviewed showcased consumed and commented upon has changed dramatically The digital literary sphere is no mere appendage to the world of print it is where literary reputations are made movements are born and readers passionately engage with their favorite works and authors In *The Digital Literary Sphere* Simone Murray considers the contemporary book world from multiple viewpoints By examining reader engagement with the online personas of Margaret Atwood John Green Gary Shteyngart David Foster Wallace Karl Ove Knausgaard and even Jonathan Franzen among others Murray reveals the dynamic interrelationship of print and digital technologies Drawing on approaches from literary studies media and cultural studies book history cultural policy and the digital humanities this book asks What is the significance of authors communicating directly to readers via social media How does digital media reframe the live author reader encounter And does the growing army of reader reviewers signal an overdue democratizing of literary culture or the atomizing of cultural authority In exploring these questions *The Digital Literary Sphere* takes stock of epochal changes in the book industry while probing books and digital media s complex contemporary coexistence

The Journal of English and Germanic Philology ,1919 **The Journalist's Bookshelf** ,1951 **JQ. Journalism Quarterly** ,1988 Includes section Book reviews and other bibliographical material [The Beginnings of University English](#) A. Lawrie, 2014-01-02 Drawing on

previously unseen archival material *The Beginnings of University English* explores the innovative and scholarly ways in which English literature was taught to extramural students in England during the fin de siècle and sheds new light on the modern roots of tertiary level English teaching Vision, Rhetoric, and Social Action in the Composition Classroom Kristie S. Fleckenstein, 2009-11-16 In this innovative volume Kristie S Fleckenstein explores how the intersection of vision rhetoric and writing pedagogy in the classroom can help students become compassionate citizens who participate in the world as they become more critically aware of the world Fleckenstein argues that all social action behavior designed to increase human dignity value and quality of life depends on a person's repertoire of visual and rhetorical habits To develop this repertoire in students the author advocates the incorporation of visual habits or ways of seeing into a language based pedagogical approach in the writing classroom According to Fleckenstein interweaving the visual and rhetorical in composition pedagogy enables students to more readily perceive the need for change while arming them with the abilities and desire to enact it The author addresses social action from the perspective of three visual habits spectacle which fosters disengagement animation or fusing body with meaning and antinomy which invites the invention of new realities Fleckenstein then examines the ways in which particular visual habits interact with rhetorical habits and with classroom methods resulting in the emergence of various forms of social action To enhance the understanding of the concepts she discusses the author represents the intertwining relationships of vision rhetoric and writing pedagogy graphically as what she calls symbiotic knots In tracing the modes of social action privileged by a visual habit and a teacher's pedagogical choices Fleckenstein attends particularly to the experiences of students who have been traditionally barred from participation in the public sphere because of gender race or class The book culminates in a call for visually and rhetorically robust writing pedagogies In *Vision Rhetoric and Social Action in the Composition Classroom* Fleckenstein combines classic methods of rhetorical teaching with fresh perspectives to provide a unique guide for initiating important improvements in teaching social action The result is a remarkable volume that empowers teachers to best inspire students to take part in their world at that most crucial moment when they are discovering it

W. H. Auden Humphrey Carpenter, 2011-10-20 W H Auden disapproved of literary biography Or did he The truth is far more equivocal than at first seems apparent There is no denying he delivered himself of such unambiguous pronouncements as *Biographies of writers are always superfluous and usually in bad taste* and that he asked for his friends to burn his letters at his death but against that Auden himself often reviewed literary biographies and normally with enthusiasm Moreover he argued for biographies of writers such as Dryden Trollope Wagner and Gerard Manley Hopkins as their lives would tell us something about their art Humphrey Carpenter himself nicely summarizes Auden's ambiguity on this question Here referring to literary biography as so often in his life Auden adopted a dogmatic attitude which did not reflect the full range of his opinions and which he sometimes flatly contradicted Although the biography was not authorized it did receive the co operation of the Auden Estate which gave permission for letters and unpublished works to

be quoted The result is a biography that was widely praised on first publication in 1981 and which continues to hold its own Now is the obvious time to reissue it with the character of Humphrey Carpenter playing an important role in Alan Bennett's *The Habit of Art* In his introduction Alan Bennett writes When I started writing the play I made much use of the biographies of both Auden and Britten written by Humphrey Carpenter and both are models of their kind Indeed I was consulting his books so much that eventually Carpenter found his way into the play Carpenter is a model biographer diligent unspeculative sympathetic and extremely good at finding out what happened when and with whom admirably detailed and researched study John Bayley *The Listener* an illuminating book full of information unobtrusively affectionate it describes with unpretentious elegance the curve of a great poet's life and work Frank Kermode *Guardian* sharpens and usually lights up even the most canvassed parts of the Auden life and myth a deeply interesting book about a deeply interesting life Roy Fuller *Sunday Times* the story of a remarkable man told by one of the best living biographers David Cecil *Book Choice* [The Enchantment of English](#) Dale, Leigh, 2012-11-28 *The Enchantment of English* is a study of the teaching of English in Australian universities from its beginnings in the second half of the 19th century through to the 1960s and 1970s a period in which universities proliferated and diversified Written from the belief that every discipline is enhanced by understanding the arguments made for its existence and the conditions in which it was established the author aims to help students and colleagues to think critically about the impact of institutional location in forming our habits of mind Amidst these stories of politics critical debates scrambling for appointments in specific areas and disputes about the need to satisfy the demands of students and the public for usefulness this history reveals something intangible but durable the power of the literary text over the imagination and the power of the idea of England and its writers as a basis and motive for reading and study hence *The Enchantment of English* *From Me to We* Jason Griffith, 2016-08-19 With this practical book you'll learn effective ways to engage students in reading and writing by teaching them narrative nonfiction By engaging adolescents in narrative literary or creative nonfiction they can cultivate a greater understanding of themselves the world around them and what it means to feel empathy for others This book will guide you to first structure a reading unit around a narrative nonfiction text and then develop lessons and activities for students to craft their own personal essays Topics include Engaging your students in the reading of a nonfiction narrative with collaborative chapter notes empathy check ins and a mini research paper to deepen students understanding Helping your students identify meaningful life events recount their experiences creatively and construct effective opening and closing lines for their personal essays Encouraging your students to use dialogue outside research and a clear plot structure to make their narrative nonfiction more compelling and polished The strategies in this book are supplemented by examples of student work and snapshots from the author's own classroom The book also includes interviews with narrative nonfiction writers MK Asante and Johanna Bear The appendices offer additional tips for using narrative nonfiction in English class text and online resources for teaching narrative nonfiction and a correlation chart

between the activities in this book and the Common Core Standards Getting Laid (Off) Rodney Curtis, 2013-11-15 Nothing stops The Spiritual Wanderer as Rodney Curtis is known to readers far and wide from the title of his first humorous book about the many quirky challenges of life in America Then suddenly his life went from quirky to terrifying as he was hit with a double whammy a layoff notice and a diagnosis of cancer Many would have folded under the pressure but Rodney's approach to life remains undimmed As he says in his introduction he keeps laughing in the face of fear Apparently it works He tackled cancer in his earlier book A Cute Leukemia and now Rodney turns the full force of his relentlessly wacky vision on the challenges millions face in unemployment He tells this true story through words and images as well as audio and video you'll enjoy through easy links in these pages Here's an example As the story opens in Chapter 1 I knew things weren't good at my company when they closed down half the bathrooms in our building The economy was going down the toilet but we sure weren't Then as fear battles hope in the opening pages a link offers Rodney's recommended soundtrack for that chapter a song from a popular movie that's just a web link away and soon your toes will be tapping as you read You'll get hooked on the multi media counterpoints and when you're done you'll be asking yourself Why doesn't every book have a soundtrack and movie clips In the end you'll be glad that nothing stops Rodney Curtis and that you can join him in this adventure His high spirits are strong enough to lift yours too

Profile Pieces Sue Joseph, Richard Lance Keeble, 2015-10-14 This book examines the history theory and journalistic practice of profile writing Profiles and the practice of writing them are of increasing interest to scholars of journalism because conflicts between the interviewer and the subject exemplify the changing nature of journalism itself While the subject often through the medium of their press representative struggles to retain control of the interview space the journalist seeks to subvert it This interesting and multi layered interaction however has rarely been subject to critical scrutiny partly because profiles have traditionally been regarded as public relations exercises or as soft journalism However chapters in this volume reveal not only that profiling has historically taken many different forms but that the idea of the interview as a contested space has applications beyond the subject of celebrated individuals The volume looks at the profile's historical beginnings at the contemporary manufacture of celebrity versus the ordinary at profiling communities countries and movements at profiling the destitute at sporting personalities and finally at profiling and trauma

Empire of Language Laurent Dubreuil, 2013-04-19 The relationship between power and language has been a central theme in critical theory for decades now yet there is still much to be learned about the sheer force of language in the world in which we live In *Empire of Language* Laurent Dubreuil explores the power language phenomenon in the context of European and particularly French colonialism and its aftermath Through readings of the colonial experience he isolates a phraseology based on possession in terms of both appropriation and haunting that has persisted throughout the centuries Not only is this phraseology a legacy of the past it is still active today especially in literary renderings of the colonial experience but also and more paradoxically in anticolonial discourse This phrase shaped the teaching of European languages

in the former empires and it tried to configure the usage of those idioms by the Indigenes Then scholarly disciplines have to completely reconsider their discursive strategies about the colonial if at least they attempt to speak up Dubreuil ranges widely in terms of time and space from the ancien r gime through the twentieth century from Paris to Haiti to Quebec from the Renaissance to the riots in the banlieues He examines diverse texts from political speeches legal documents and colonial treatises to anthropological essays poems of the N gritude and contemporary rap ever attuned to the linguistic strategies that undergird colonial power Equally conversant in both postcolonial criticism and poststructuralist scholarship on language but also deeply grounded in the sociohistorical context of the colonies Dubreuil sets forth the conditions for an authentically postcolonial scholarship one that acknowledges the difficulty of getting beyond a colonialism and still maintains the need for an afterward

Teaching Cultural Competence in Nursing and Health Care, Third Edition Marianne R. Jeffreys, 2015-12-01

Based on proven research this book is a unique book for those working in academic settings health care institutions employee education and nursing and health care organizations and associations Updated with new evidence based strategies interactive book features and expanded ready to apply strategies and exemplars this new edition offers a systematic comprehensive approach for planning implementing and evaluating cultural competence education strategies and programs New and expanded chapters address curriculum train the trainer programs and continuing education traditional classroom hybrid and online courses clinical settings immersion experiences service learning simulation and nursing skills labs professional networking and multicultural workplace harmony and cultural safety Included are educational activities for academic health care agency and professional association settings Real life scenarios integrated reflection boxes easy to apply action steps educator in action vignettes research exhibit boxes toolkit resource boxes an accompanying digital toolkit references and discussion questions help readers to fully integrate the book s content An appendix lists over 50 studies from around the world utilizing the Cultural Competence and Confidence CCC model and its corresponding questionnaires contained in the toolkit The text provides valuable information and resources to assist academic programs and health care institutions meet accreditation requirements and for institutions trying to obtain Magnet status NEW TO THE THIRD EDITION Updated and revised model to guide cultural competence education Reorganized to address cultural competence in a variety of environments Expanded ready to apply strategies and exemplars A wealth of updated and revised information and research New and expanded chapters on curriculum and varied learning modalities New information on clinical settings immersion experiences service learning simulation nursing skills labs and hybrid and online education Real life scenarios reflection boxes easy to apply action steps toolkit resource boxes and discussion questions ALSO AVAILABLE Doctoral students instructors institutions and others who want to take it a step further can purchase the Cultural Competence Education Resource Toolkit permission license Purchase of a toolkit license allows the user to utilize any of the 23 toolkit items in a research study and or an educational program for the specified time period The toolkit includes psychometrically

validated questionnaires and other tools essential for the measurement and evaluation of cultural competence and the effectiveness of educational strategies For more information go to www.springerpub.com/cctoolkit *Creative Writing in the Community* Terry Ann Thaxton, 2013-11-07 *Creative Writing in the Community* is the first book to focus on the practical side of creative writing Connecting classroom experiences to community based projects it prepares creative writing students for teaching in schools homeless centers youth clubs and care homes Each chapter is packed with easy to use resources including specific lesson plans case studies of students working with community groups lists of suitable writing examples how to sections examples and theoretical applications of creative writing pedagogy and techniques reflection questions writings by workshop participants Enhanced by contributions from directors students and teachers at successful public programs *Creative Writing in the Community* is more than an essential guide for students on creative writing courses and leaders of community based learning programs it is practical demonstration of the value of art in society

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Table of Contents Literary Journalism Syllabus

1. Understanding the eBook Literary Journalism Syllabus
 - The Rise of Digital Reading Literary Journalism Syllabus
 - Advantages of eBooks Over Traditional Books
2. Identifying Literary Journalism Syllabus
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Literary Journalism Syllabus
 - User-Friendly Interface
4. Exploring eBook Recommendations from Literary Journalism Syllabus
 - Personalized Recommendations
 - Literary Journalism Syllabus User Reviews and Ratings
 - Literary Journalism Syllabus and Bestseller Lists
5. Accessing Literary Journalism Syllabus Free and Paid eBooks

- Literary Journalism Syllabus Public Domain eBooks
- Literary Journalism Syllabus eBook Subscription Services
- Literary Journalism Syllabus Budget-Friendly Options
- 6. Navigating Literary Journalism Syllabus eBook Formats
 - ePub, PDF, MOBI, and More
 - Literary Journalism Syllabus Compatibility with Devices
 - Literary Journalism Syllabus Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Literary Journalism Syllabus
 - Highlighting and Note-Taking Literary Journalism Syllabus
 - Interactive Elements Literary Journalism Syllabus
- 8. Staying Engaged with Literary Journalism Syllabus
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Literary Journalism Syllabus
- 9. Balancing eBooks and Physical Books Literary Journalism Syllabus
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Literary Journalism Syllabus
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Literary Journalism Syllabus
 - Setting Reading Goals Literary Journalism Syllabus
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Literary Journalism Syllabus
 - Fact-Checking eBook Content of Literary Journalism Syllabus
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development

- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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