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Getting The Story: An Exploration Of Literary Journalism At ACEJMC-Accredited Schools

By: **Carolyn M. Edy**

Abstract

Literary journalism strives to engage readers through vivid storytelling without forsaking truth or journalistic integrity. While several professional organizations in the United States offer narrative training for journalists, the extent of coursework offered to journalism students at the college level is unknown. No information is available as to how many journalism schools or departments in the United States have added narrative courses to their curricula, nor how such courses are taught. This exploratory study is a first step toward filling that gap, by surveying journalism programs that have been accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC).

Edy, C. (2009). "Getting the Story: A Study of the State of Literary Journalism in the American Academy," in *Literary Journalism: The Newsletter of the International Association for Literary Journalism Studies* 3, 4, Fall 2009.

Getting the Story:

An Exploration of Literary Journalism at ACEJMC-Accredited Schools

Presented to the

“Literary Journalism: Past, Present and Future”

The Fourth International Conference for Literary Journalism Studies

International Association for Literary Journalism Studies

May 15, 2009

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ABSTRACT:

Literary journalism strives to engage readers through vivid storytelling without forsaking truth or journalistic integrity. While several professional organizations in the United States offer narrative training for journalists, the extent of coursework offered to journalism students at the college level is unknown. No information is available as to how many journalism schools or departments in the United States have added narrative courses to their curricula, nor how such courses are taught. This exploratory study is a first step toward filling that gap, by surveying journalism programs that have been accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC).

This study surveyed 111 ACEJMC-accredited schools in April of 2008 to determine whether programs offered or planned to offer literary journalism courses, how and why such courses are offered, and whether these courses incorporate ethical decision-making topics. Out of the 61 schools that completed the survey, 51 percent of the schools reported offering a narrative/literary journalism course, and 35 percent had offered the course for at least 10 years. Faculty interest was the most common reason cited for offering the course, and the most common reason cited for not adding such a course was budgetary restriction. Little consistency was found among course names, content, or format. However, most schools indicated that they incorporate ethical discussions into narrative/literary journalism courses.

Watch what happens today. If we get into a fish see exactly what it is that everyone does. If you get a kick out of it while he is jumping remember back until you see exactly what the action was that gave you the emotion. Whether it was the rising of the line from the water and the way it tightened like a fiddle string until drops started from it, or the way he smashed and threw water when he jumped. Remember what the noises were and what was said. Find what gave you the emotion; what the action was that gave you the excitement. Then write it down making it clear so the readers will see it too and have the same feeling that you had.

—*Ernest Hemingway*¹

Nearly 1,000 journalists gather in Boston each year in search of the story.² In journalism, the story is the news value, the purpose of any piece. In literature, the story is the journey through the piece, the experience from the first word to the last. The reporters who gather in Boston are learning from literature. They are learning to carry the reader along, to combine the concrete with the creative without sacrificing truth or objectivity. Harvard's Nieman Foundation created this annual narrative conference as part of a larger Nieman Narrative Program in 2001.³ Along with the conference, the foundation has developed *The Nieman Narrative Digest*, which compiles narrative writing examples, and an annual narrative journalism conference for editors.⁴

Narrative techniques are used often by print journalists and radio and television broadcasters alike. While a narrative treatment is not appropriate for every news story, narrative skills can strengthen almost any kind of writing. Readers often understand and retain narrative

¹ William White, ed., *By-line: Ernest Hemingway: Selected Articles and Dispatches of Four Decades* (New York: Simon & Schuster, 1998).

² 2009 Nieman Conference On Narrative Journalism, <http://www.nieman.harvard.edu/narrative2009> (accessed Jan. 30, 2009). The author attended the Nieman Narrative conference in 2006 and has drawn from that experience for this paper.

³ Bob Giles, "Narrative Journalism: A New Nieman Program," *Nieman Reports*, Fall 2001.

⁴ Nieman Narrative Digest, <http://www.nieman.harvard.edu/narrative> (accessed Jan. 30, 2009). Nieman Seminar for Narrative Editors, <http://www.nieman.harvard.edu/NiemanFoundation/ProgramsAndPublications/NarrativeJournalism/NiemanSeminarForNarrativeEditors.aspx> (accessed Jan. 30, 2009).

news stories better than the conventional, inverted pyramid style of news writing.⁵ Compelling narratives can engage readers so well that they seem to be transported into the story, losing track of the time and the setting that surrounds them.⁶ Yet many reporters and editors do not have strong narrative skills and are not comfortable with the form.⁷

Journalists who seek narrative skills have places to turn besides the Nieman conferences — narrative or literary journalism⁸ is now the focus of workshops, classes, and convention sessions offered by The Society for Professional Journalists, the Poynter Institute, and the American Society of Newspaper Editors. The extent to which journalism students have opportunities to learn narrative skills in their colleges and universities remains unknown. Since the 1970s, the decade in which writer Tom Wolfe coined the term “New Journalism,”⁹ *Journalism Educator* (*Journalism & Mass Communication Educator* since 1995) has included essays about literary/narrative journalism that are descriptive and based on anecdotes and authors’ experiences.¹⁰ While many of these essays have remarked upon the need for literary

⁵ Georgia Greene, *Organization, Goals, and Comprehensibility in Narratives: Newswriting, a Case Study; Technical Report No. 132* (Illinois: Center for the Study of Reading, University of Illinois at Urbana-Champaign, 1979).

⁶ Melanie Green, “Transportation into Narrative Worlds: The Role of Prior Knowledge and Perceived Realism,” *Discourse Processes* 38, no. 2 (2004): 247-266.

⁷ Berrin Beasley, “Journalists’ Attitudes Toward Narrative Writing,” *Newspaper Research Journal* 19, no. 1 (1998): 78-89.

⁸ The International Association for Literary Journalism Studies defines literary journalism succinctly — “journalism that is literature” — and notes that it may also be called narrative journalism, reportage, or creative nonfiction. <http://www.ialjs.org/missions.html> (accessed Jan. 31, 2009).

⁹ Tom Wolfe & E.W. Johnson, eds., *The New Journalism by Tom Wolfe, with an Anthology Edited by Tom Wolfe and E. W. Johnson* (New York: Harper & Row, 1973).

¹⁰ David Abrahamson, “Teaching Journalism as Literature and Possibilities of Artistic Growth,” *Journalism Educator* 46, no. 2 (Summer, 1991): 54-60; David Abrahamson, “Teaching Literary Journalism: A Diverted Pyramid?” *Journalism & Mass Communication Educator* 60, no. 4 (Winter, 2006): 430-434; Jon Franklin, “Myths of Literary Journalism: A Practitioners Perspective,” *Journalism Educator* 42, no. 3 (Autumn, 1987): 8-13; Daniel Panici & Kathy McKee, “Writing-Across-the-Curriculum in Mass Communication Courses,” *Journalism & Mass Communication Educator* 50, no. 2 (Summer, 1995): 55-61; Sam Riley, “Craft Meets Art as Professors Try Writing Across the Curriculum,” *Journalism & Mass Communication Educator* 50, no. 4 (Winter, 1996): 77-81.

journalism courses and the value of literary style in journalism,¹¹ no information is available as to how many journalism schools or departments in the United States have added narrative courses to their curricula, nor how such courses are taught.

This exploratory study is a first step toward filling that gap, by surveying journalism programs that have been accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) to identify programs that offered or plan to offer literary/narrative journalism courses, as well as how and why such courses are offered. The study also looked at whether and how these courses incorporate ethical decision-making topics. All journalists must consider the ethics of any decision they make. Narrative journalists, who often use storytelling techniques to re-create scenes, events or dialogues, may face more challenging ethical decisions.¹²

Taking Narrative to School

In higher education, literary journalism always has been an intrusive, unwanted child. Both journalism and English establishments eye the union suspiciously, as some kind of hybrid communication. The marriage of writing styles clearly disturbs some members of both faculties, despite its library of accomplishments and a tradition that may be longer than they realize.

— *John J. Clarke*¹³

Interest in scholarship about literary journalism clearly is growing. A dozen faculty members from a half dozen countries founded the International Association for Literary Journalism Studies (IALJS) in 2006 with a mission to improve scholarly research and education in literary journalism. A 2007 analysis of the past decade of research on journalism education,

¹¹ See Abrahamson, 1991 and 2006; John J. Clarke, "Literary Journalism Deserves Greater Study in Classroom," *Journalism Educator* 29 (April, 1974): 32-35; Russell Jandoli & Anthony Cardinale, "Learning Literary Style Develops News Students," *Journalism Educator* 33 (July, 1978): 47-64; Nancy Roberts, "Course Combines History, Literature and Journalism," *Journalism Educator* 43, no. 1 (Spring, 1988): 64-66.

¹² David Craig, *The Ethics of the Story: Using Narrative Techniques Responsibly in Journalism* (Maryland: Rowman & Littlefield Publishers, Inc., 2006).

¹³ Clarke, 1974, p. 33.

confirmed the need for more research on literary journalism. Media scholar Barbara Kelley called for an investigation of “niche areas that have not received as much attention in either the academy or the classroom: science writing, literary journalism, and the alternative press.”¹⁴ She presented a definition and discussion of literary/narrative journalism that she had drawn from the handful of scholars who had written about the genre, and she noted that “little critical scholarship has examined literary journalism to date.”¹⁵ The numerous books on the subject tend to be how-to texts for aspiring writers, anthologies of the works of literary journalists, or histories of the genre and its practitioners.¹⁶

In a 1974 essay that called for research on literary journalism in education, Clarke ended with a quote from a talk given in 1958 by poet Archibald MacLeish.¹⁷ Clarke wrote that literary journalism fulfilled MacLeish’s observation that while a journalist aims for the head and a literary writer for the heart, at times “the message should ride a single shot.”¹⁸ Yet, Clarke added, a dearth of literary journalism classes and scholarship persisted despite this need to portray facts with feeling.¹⁹ A hesitancy to offer such courses grew out of the division, in many schools, between English and journalism departments.²⁰ Often, if such courses were offered, they were confined to the English department, where instructors were not always equipped to show

¹⁴ Barbara Kelley, “Teaching Journalism,” *Communication Research Trends* 26, no. 2 (2007): 14.

¹⁵ *Ibid.*, p.20.

¹⁶ See, e.g., Chris Anderson, *Literary Nonfiction: Theory, Criticism, Pedagogy* (Carbondale, Ill.: Southern Illinois University Press, 1989); Jean Chance & William McKeen, *Literary Journalism: A Reader* (Belmont CA: Wadsworth Thomson Learning, 2001); John C. Hartsock, *A History of American Literary Journalism: The Emergence of a Modern Narrative Form* (Amherst: University of Massachusetts, 2000); Mark Kramer and Wendy Call, eds., *Telling True stories: A Nonfiction Writers’ Guide from the Nieman Foundation at Harvard University*. (New York: Plume, 2007); Norman Sims, *True Stories: A Century of Literary Journalism* (Evanston, Ill.: Northwestern University Press, 2008); Wolfe & Johnson, 1973.

¹⁷ Clarke, 1974, p. 35.

¹⁸ Clarke, 1974, p. 35.

¹⁹ *Ibid.*, p. 33.

²⁰ *Ibid.*

students how to be journalists.²¹ Clarke discussed the literary journalism courses newly offered (in 1974) by his own institution, Ohio University, noting that the courses neither advocated nor opposed the genre but provided a broad overview.

In the three decades since Clarke's essay, no research on education in literary journalism has been published in *Journalism Educator* or *Journalism & Mass Communication Educator*, but five essays have followed, two of which discussed narrative coursework at a specific institution,²² and all of which called for greater attention to the genre.²³ Each essay also spent considerable space defining and defending narrative journalism, to address what Abrahamson, in 2006, called the "'why' questions" of the genre.²⁴

Though narrative or literary journalism has continually surfaced as an area ripe for study by students and scholars, this author found no sources that identify which journalism programs offer such courses, how these courses are taught, nor how these courses are viewed by their institutions, faculty, or students. As a starting point, this study focused on programs that are accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) and asked the following research questions:

Research Questions

RQ1: Among ACEJMC-accredited journalism programs/schools, what are reasons for or against offering narrative/literary journalism courses?

²¹ Ibid.

²² Jandoli & Cardinale, 1978 (discussing St. Bonaventure University's Department of Mass Communication); Roberts, 1988 (discussing the School of Journalism and Mass Communication at the University of Minnesota).

²³ Abrahamson, 1991, 2006; Jandoli & Cardinale, 1978; Franklin, 1987; Roberts, 1988.

²⁴ Abrahamson, 2006, p. 432.

RQ2: Among ACEJMC-accredited journalism programs/schools that offer literary/narrative journalism, what are these courses called, how long have these courses been offered, what are the prerequisite courses, and how many students enroll each year?

RQ3: Among ACEJMC-accredited journalism programs/schools that offer literary/narrative journalism, how do these courses incorporate ethical decision-making?

Method

An e-mail message was sent in March 2008 to the contacts listed on the ACEJMC Web site for the 111 accredited programs, asking for their assistance and explaining their rights as voluntary participants.²⁵ If information on the Web site was out of date, the researcher contacted programs directly for correct names/e-mail addresses. All of the contacts listed were deans, directors or chairs of their departments or schools. The e-mail requests were sent individually, so as to lessen the chance of being blocked by a spam filter, and the messages were individualized, with each faculty member's name, title and school, so as to maximize the response rate.

The e-mail message included a link to a brief (2- to 10-minute) online survey.²⁶ Several reminder messages were sent to those who didn't respond. The survey was distributed and implemented using Qualtrics software. Survey data were downloaded and analyzed using SPSS software.

Findings

A total of 61 schools completed surveys for a response rate of 55 percent. Of the 61 who responded, 31 (or 51 percent) indicated that their schools offered a narrative or literary journalism course. (Tables of these results can be found in Appendices A and B.) "Literary

²⁵ ACEJMC Accredited Programs, <http://www2.ku.edu/~acejmc/STUDENT/PROGLIST.SHTML> (accessed March 11, 2008).

²⁶ Approval was sought and granted from the University of North Carolina Institutional Review Board.

Journalism” was the most commonly used course title, used by 14, or nearly half, of the respondents who reported offering such a course. The terms “literary” or “literature” appeared in the names of 20 of the course titles. Two schools used “Narrative Journalism,” and two schools used “Narrative Writing.” Schools also called their courses “Narrative Storytelling,” “Readings in Literary Nonfiction,” and “Literary Feature Writing.” Six schools indicated they offer narrative or literary journalism classes but call these courses “Feature Writing,” “Magazine Article Writing,” “Advanced (indepth) Reporting,” “Specialized Reporting,” “Advanced Documentary,” and “Advanced Magazine Feature Writing.”

Among the 31 schools that indicated they offered literary/narrative journalism courses (whatever the actual course name), 16 offered just one section per year, 10 offered two sections per year, three offered three sections per year, one offered four sections per year, and one left the question blank. Twenty-five of the schools indicated these sections had fewer than 20 students, with one school indicating its course section had fewer than 10 students. More than half of the responding schools indicated that enrollment and interest in literary journalism courses had stayed the same over the past five years, while five schools reported that interest had increased, and eight schools left this question blank.

Nearly three-fourths of the schools that offer such courses reported that they were prompted to do so because of faculty interest, while student interest factored into the decision for nearly half of the schools. More than a third of the schools indicated they’d been offering such courses for more than 10 years, while seven of the 31 schools had just begun offering these courses in the past two years. Two-thirds of the schools indicated that their literary/narrative journalism course had at least one prerequisite; only 12 had no prerequisites.

Nearly every school reported incorporating ethics or ethical issues in some portion of the assignments and classroom discussions. Twenty of the 31 schools reported that ethics or ethical issues are woven in throughout each class session, while 12 indicated that all of the reading, writing and in-class assignments involve some aspect of ethics.

Just five schools that already offer literary/narrative journalism indicated that they had plans to offer additional sections or classes in literary/narrative journalism, while another 13 said they might add sections or classes. Schools without plans to add courses attributed this decision to lack of student interest, budget and staff constraints, and the belief that their current offerings were sufficient to meet the demands of students and the availability of faculty members.

Among the 30 schools (or 49 percent of the 61 that responded to the survey) that indicated they did not offer literary/narrative journalism courses, two said they had plans to add classes in literary/narrative journalism, and eight said they might do so. Twelve, or nearly two-thirds, of those who indicated that they had no plans to add courses attributed this decision to budget/staff constraints. Most of the others reported a lack of student or faculty interest. One school indicated that “ACEJMC curriculum restrictions” were its reason for not planning to add literary/narrative journalism courses (no additional explanation was provided). Among the schools that said they might add courses in the future, most cited faculty interest as the reason and indicated they might add such courses within the next two years.

Conclusions, Limitations, and Future Research

The Project for Excellence in Journalism includes the following among its “Nine Principles” of journalism:

It must strive to make the significant interesting and relevant: Journalism is storytelling with a purpose. It should do more than gather an audience or catalogue the important. For its own survival, it must balance what readers know they want with what they cannot anticipate but need. In short, it must strive to

make the significant interesting and relevant. The effectiveness of a piece of journalism is measured both by how much a work engages its audience and enlightens it.²⁷

As discussed earlier in this paper, literary/narrative journalism strives to engage readers through vivid storytelling without forsaking truth or journalistic integrity. While many professional organizations offer narrative training for journalists, little is known as to the extent of coursework offered to journalism students. The results of this study show that many ACEJMC-accredited journalism programs are offering narrative or literary journalism courses. Additionally, most schools are incorporating discussions about ethics into their classes and outside assignments. Yet little consistency exists as to the content, format, or naming of these courses. The variety of course names highlights the need for further research and attention to the genre of literary/narrative journalism. Whereas most schools use some form of “literary journalism” in their course names, others are calling their courses “magazine writing,” “feature writing,” “advanced reporting,” or “documentary.” These latter courses are taught by many schools, and judging by the few instances of these names in the survey, these schools did not consider these courses to be literary journalism, though it’s highly likely such courses incorporate narrative or literary techniques. A common terminology is necessary for common definitions, and therefore common standards. As ACEJMC and other organizations seek to uphold the standards of journalism education, information about the journalism courses offered to students is vital. As organizations, such as IALJS, strive to further the genre of literary/narrative journalism, it’s imperative to know what schools call this genre, how they define it, and how they teach it.

²⁷ Pew Research Center’s Project for Excellence in Journalism, “Principles of Journalism,” <http://www.journalism.org/resources/principles> (accessed Jan. 31, 2009).

The fact that only 55 percent of the schools responded to the survey limited the results. It's unknown to what degree the responses from these 61 schools reflect the 111 ACEJMC-accredited schools. Schools offering or considering narrative/literary journalism courses might have been more inclined to respond to the survey because of an interest in the topic. Yet, even if programs with narrative/literary journalism were overrepresented — even if all 50 of the non-responding schools did not offer narrative/literary journalism courses — that would still mean that 28 percent of ACEJMC-accredited programs do offer such courses. Including the schools that reported that they might add such courses brings that figure up to a minimum of 37 percent of ACEJMC schools that show an interest in literary journalism.

This study has laid the groundwork for a more extensive research project that would consider all colleges and universities, and not just those accredited by ACEJMC. A future study should combine a more elaborate survey with in-depth interviews of faculty members, a content analysis of course syllabi, as well as additional surveys of faculty members and students to obtain a clear and comprehensive picture of what is being taught in the genre of narrative/literary journalism.

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APPENDIX A. Tables with information from respondents who reported that they do offer narrative or literary journalism courses.

1. Does your department offer a course in narrative journalism or literary journalism?

Answer	Response	% of total (56)
Yes	31	51%

Course names
Literary Journalism (14)
Literature of Journalism (4)
Narrative Journalism (2)
Narrative Writing (2)
Narrative Storytelling
Magazine Article Writing
One time Offering Special Topics
Feature writing
Literary Feature Writing
Review and criticism, advanced magazine feature writing
The Journalistic Tradition, The Fiction of Nonfiction, The Storytellers, Readings in Literary Nonfiction, etc.
Advanced Documentary
Advanced (in-depth) reporting
Specialized Journalism





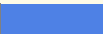
2. Please indicate how many sections, on average, your department offers during the school year for this narrative or literary journalism course:

Answer	Response	%
1	16	53%
2	10	33%
3	3	10%
4	1	3%
5 or more	0	0%
Total	30	100%

3. For how many years has your department offered this course?

Answer	Response	%
This is the first year	3	10%
2	4	13%
3-5	6	19%
6-10	7	23%
10+	11	35%
Total	31	100%

4. What prompted your department to add this course? (please check all that apply)

Answer		Response	%
Student interest		15	48%
Faculty interest		24	78%
To meet industry needs/expectations		6	22%
Don't know/don't remember		2	4%
Other reasons?		6	22%
Total		31	

Other reasons?
New hire with expertise in this
Sequence Requirement
One time offering
Expertise available
We offer it as a special course for the university Honors program only; so if you are exploring JMC course offerings, our preceding answer would be no.
required course in graduate program in literary nonfiction

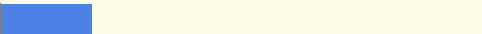
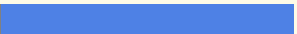
5. Number of Students Per Section

None	<10	10-16	17-20	>20	Responses
0	1	15	9	2	27

6. Number of Students Per Year

<50	50-99	100-199	>200	Responses
14	4	0	0	18

7. Please indicate whether enrollment/interest in this course has increased, decreased or stayed the same in the past five years:

Answer		Response
Increased		5
Decreased		0
Stayed the same		18
Total		23

To what do you attribute this change, if any?
because it is now a required class for communication students
Please note that each response refers to the two courses we teach in narrative and literary journalism
The outcomes are so great
More interest among students in doing journalism without going through traditional "gatekeepers" of commercial print media

8. How many prerequisite classes are required for this course?

Answer		Response	%
None		12	40%
1		4	13%
2		5	17%
3		3	10%
4		3	10%
Other		3	10%
Total		30	100%

Other
 must be in university Honors program, which some JMC students are
 sophomore standing
 required grad course

9. In this course, about how many reading assignments focus on ethics or ethical issues?

Answer		Response	%
None		2	8%
About one tenth of the assignments		8	31%
About one fourth		2	8%
About one half		2	8%
They all include some discussion/aspect of ethics		12	46%
Total		26	100%

10. How many class periods are devoted to lecture/discussion of ethics or ethical issues?

Answer		Response	%
None		1	3%
Less than half of one class period		1	3%
One		2	7%
Two		0	0%
Three or more		1	3%
It's woven in throughout each class session		20	67%
Other		5	17%
Total		30	100%

Other
 covered in discussions and in other courses
 ethics are taught in almost every section
 we require an ethics class
 integrated in overall course

11. How many of the writing or in-class assignments focus on ethics or ethical issues?

Answer		Response	%
None		5	22%
About one tenth of the assignments		4	17%
About one fourth		2	9%
About one half		1	4%
They all involve some aspect of ethics		12	50%
Total		24	100%

12. Please paste the course description in the space provided.

A study of superior works of non-fiction journalism, part and present. Includes authors from Defoe to McPhee.

A study of literary forms and techniques used in journalism. Topics to be considered include formal considerations such as voice and structure, reporting methods, and ethical issues. Students will supplement reading with writing experimental pieces of their own.

Study and practice in literary journalism. Students may select a specialty and may work in writing or in writing and photography together.

13. Does your school or department have plans to add or increase the number of sections or classes offered in narrative/literary journalism?

Answer		Response	%
Yes		3	11%
No		19	70%
Maybe		5	19%
Total		27	100%

14. Why doesn't your department plan to add courses/sections in narrative/literary journalism? (please check all that apply)

Answer		Response	%
Not enough student interest		5	31%
Not enough faculty interest		0	0%
Budget/staff constraints		5	31%
Other reasons?		7	44%

Other reasons?

based on rotation of electives

we have enough

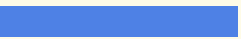



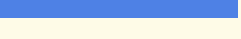
We are offering alot already

Too early to tell. Next fall will be the first time the course is offered, and only as a special topics course.

current offering seems to meet demand

This is about the right offering given student interest and faculty availability at this point

15. Please elaborate on your department's interest in increasing/adding courses in narrative/literary journalism. (please check all that apply)

Answer		Response	%
We are considering courses/sections because of student interest		4	50%
We are considering courses/sections because of faculty interest		2	25%
We are considering courses/sections to meet industry needs/expectations		3	38%
Other reasons?		1	13%
When do you plan to make these changes and what specific changes do you have planned?		4	50%

Other reasons?	When do you plan to make these changes and what specific changes do you have planned?
	2010-2011
	We have additional classes on narrative journalism, but I did not see a place to include that in the survey
	Fall 3009
	Uncertain
Unknown at this time	

16. Are there any other thoughts or comments you'd like to add?

Text Response
It would have been more helpful if you had set up the survey to accommodate the possibility that a program might offer more than one course in literary journalism. Ours offers one survey course and one writing course.
We produce major narrative journalism products through quite a few classes
We have approved and are in the process of starting a new graduate program in Literary Reportage, which will launch in Fall 2009
It's worth nothing that we also offer a feature writing c lass in which students do a lot of reading of stories that would be considered literary journalism.

APPENDIX B. Tables with information about respondents who reported that they do not offer narrative or literary journalism.

1 Does your department offer a course in narrative journalism or literary journalism?

Answer	Response	% of total (61 responses)
No	30	49%

2 Does your school or department have plans to add or increase the number of sections or classes offered in narrative/literary journalism?

Answer	Response	%
Yes	2	7%
No	19	65%
Maybe	8	28%
Total	29	100%

3. Why doesn't your department plan to add courses/sections in narrative/literary journalism? (please check all that apply)

Answer	Response
Not enough student interest	11
Not enough faculty interest	7
Budget/staff constraints	12
Other reasons?	3

Other reasons?

We monitor curriculum carefully so as not to expand workload; moreover, we have seminar modules for these types of topics. Additionally, we have a vibrant magazine journalism program, and narrative/literary styles are taught in several writing classes with proper rhetorical terms to distinguish them from what masses for this in newspaper journalism or in creative non-fiction in the English department.

acejmc curriculum restrictions

4. Please elaborate on your department's interest in increasing/adding courses in narrative/literary journalism. (please check all that apply)

Answer	Response
We are considering courses/sections because of student interest	3
We are considering courses/sections because of faculty interest	6
We are considering courses/sections to meet industry needs/expectations	2
Other reasons?	2
When do you plan to make these changes and what specific changes do you have planned?	8

4. Continued.

Other reasons?	When do you plan to make these changes and what specific changes do you have planned?
	Perhaps within two years
	2009
	2009
	next two to three years
	Fall 2010 at earliest
Request for collaboration on course from English Dept.	experimental course, fall 2009
	2008-09 Academic Year
	not sure
possibly in review of curriculum	

5. Are there any other thoughts or comments you'd like to add?

Text Response
Of course I support and encourage narrative/literary journalism. But there are bigger problems that we have to solve concerning the Fourth Estate and its focus on entertainment and celebrity. Moreover, the texting phenomenon has hurt voice, skewed moment of narration, and otherwise has turned words into code. Perhaps that is a good reason for seminars in the topic. At least we think so.
While students are encouraged to expand in-depth news and features toward literary journalism, the demand is not strong enough in a 300-student, 5-faculty program to expand into this area.
Electives are difficult to add in a crowded 40 unit major and the 80/65 rule.
We are retooling the journalism concentration but the adjustments are years away...perhaps there will be a move towards literary or narrative journalism
As chair of the dept., I am very supportive of developing this type of course.