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# American Public University System

*The Ultimate Advantage is an Educated Mind*

<b>School: Arts and Humanities</b>
<b>Course Number: ENGL320</b>
<b>Course Name: Freelance Writing</b>
<b>Credit Hours: 3</b>
<b>Length of Course: 8 Weeks</b>
<b>Prerequisite: ENGL101</b>

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## Instructor Information

*See your classroom for your instructor's contact information.*

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## Course Description (Catalog)

This course is designed to help students become knowledgeable and productive freelance writers. It will help them prepare written articles for publication in magazines and a variety of freelance writing options. Writing assignments will parallel the traditional submissions processes for print and electronic submissions, and will result in writing projects designed for publication and sale and/or use in an online portfolio. (Prerequisite: ENGL101).

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## Course Scope

Although all students will share the same basic requirements and assignments, the course will be customized as much as possible to fit individual needs and goals. All students will learn the

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traditional submissions process for print publications. In addition, students will conduct research in freelance writing areas of interest. Students will complete the class with a portfolio of sample writing and a freelance writer's website. Those students who want to begin submitting their writing will have the tools and knowledge to begin doing so.

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### Course Objectives

After successfully completing this course, you will be able to:

- LO-1:** Generate five main topic areas to use for writing assignments in class.
- LO-2:** Analyze target markets for selected specialization topics.
- LO-3:** Differentiate between the traditional query and letter of introduction for soliciting freelance writing opportunities.
- LO-4:** Examine the step-by-step process to prepare and submit an article for publication in a traditional print magazine.
- LO-5:** Analyze market options and opportunities for target genres and writing niches.
- LO-6:** Write two query letters.
- LO-7:** Demonstrate the differences between a query letter and a letter of introduction.
- LO-8:** Write four articles/samples (based on interests) to be included in online portfolio and/or submitted for publication.
- LO-9:** Create writer's website to include, at a minimum, About, Contact, and Writing Samples pages.

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### Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

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### Course Resources

#### Required Course Textbooks

Open Web Readings (linked in course)

#### Web Sites

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In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well.

Note: website addresses are subject to change.

Site Name	Web Site URL/Address
Make a Living Writing	<a href="http://www.makealivingwriting.com/">http://www.makealivingwriting.com/</a>
Freelance Writing	<a href="http://www.freelancewriting.com/">http://www.freelancewriting.com/</a>
Absolute Write (Information on writing)	<a href="http://absolutewrite.com/">http://absolutewrite.com/</a>
The Write Life	<a href="http://thewritelife.com/">http://thewritelife.com/</a>
Online Library Course Guide	<a href="https://apus.libguides.com/english">https://apus.libguides.com/english</a>

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## Evaluation Procedures

### Reading Assignments:

The readings for the course were chosen for the variety of information presented. You are encouraged to read those sections/blog posts not assigned, as the information is helpful. Please see the course outline below for specific reading sections as well as the weekly lessons, which include directions for each week's readings.

### Supplemental Readings:

Throughout the weekly lessons, you may see suggested additional readings. These are optional, but provide related, helpful information.

### Forum Assignments:

Forums are a great way for us to interact as a class and discuss the week's readings, discuss questions, and provide feedback. All forums require an initial post that will address the question or assignment. Two additional responses (minimum) to other students' posts (in threads other than your own) are required.

**Please review each forum for word count requirements.** Think critically about what you're writing since your classmates and your instructor will be reading them. Write as clearly and effectively (as error free, that is) as possible.

Post responses during the week the Forum is assigned. Forums should not be completed in advance; this helps everyone stay on the same schedule and allow for feedback, particularly in the peer-review forums. All forum assignments will take place in the forums and corresponding threads.

Please review the school's netiquette policy prior to posting in the discussion boards.

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### **Grading for Forums:**

Please review the forum rubric included with the guidelines for each forum. Grades will be based on two primary factors. The first is your original post in response to the questions or assignment. Your instructor looks at issues such as whether or not all questions are answered, if they're answered thoroughly, and if careful thought has been put into the responses. For assignments, your instructor will review the post to see if the directions were followed, if the assignment meets the length requirements, and so forth.

For additional responses to others, your instructor will check the number of posts, if directions were followed, and if the responses show careful thought and consideration to others' responses and work. I expect to see additional posts that add to the discussion. Responses such as "Good work" or "I agree" will not suffice. Rather, explain why a work is done well and why, or explain why you agree (or disagree) with another's post. Also, aim to post beyond the minimum requirements for full credit. As always, be respectful with your comments. Posts that do not follow the school's netiquette policy will result in zeros.

### **Homework Assignments:**

Students will write four articles/writing samples in the course of the session because it is important to have more than one writing sample to show editors if requested. Completing the query and article writing process also mimics the "real world" submissions process.

Write your assignments in Microsoft Word, using Times-New Roman, 12-point font, using double spacing. This is standard manuscript formatting.

Upload all assignments to your student folder by 11:55 PM (EST) on the dates assigned. In the event you submit an assignment late you should notify your instructor by e-mail as well. Give your assignments filenames consisting of your last name and the assignment name. It should look something like this: "Harvey-Life."

All written assignments should be submitted as MS Word documents. Your instructor will insert comments directly in your assignments using the Track Changes and Insert Comments features, and then return them to you. Your instructor will expect that you review comments on your work prior to submitting the next assignments.

If you have any questions, please email your instructor immediately. Don't wait until the semester is half over to start wondering where to find comments and feedback on your work.

### **Writer's Website:**

Students will create a writer's website during the last two weeks of class.

**Based on a percentage system, your final grade will be calculated as follows:**

Forums	30%
Three Articles	35%

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Final Article (Personality Profile)	20%
Specialization Quiz	5%
Writer’s Website	10%

**Total 100%**

Please see the Student Handbook to reference the University’s grading scale.

Writing assignments will be graded using the rubric posted in the classroom.

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**Course Outline**

Please see the [Student Handbook](#) to reference the University’s [grading scale](#).

<u>Week</u>	<u>Topic</u>	<u>Learning Objectives</u>	<u>Readings</u>	<u>Assignment</u>
<b>1</b>	<b>Exploring Freelance Writing Topics and Markets</b>	<p><b>LO-1:</b> Generate five main topic areas to use for writing assignments in class.</p> <p><b>LO-2:</b> Analyze target markets for selected specialization topics.</p>	<p>Tice, Carol. “What is Freelance Writing?”</p> <p>Tice, Carol. “So What Exactly Does a Successful Freelance Writer Do?”</p> <p>Petit, Zachary. “Idea Vacation.”</p> <p>James-Enger, Kelly. “Make Your Own Niche.”</p> <p>Yudkin, Marcia. “Why Don’t Magazine Editors Like My Article Ideas?”</p>	<p><b>Week 1 Forum</b> Introductions</p> <p><b>Week 1 Quiz</b> Specialization</p>
<b>2</b>	<b>Freelance Writing Market Analysis</b>	<p><b>LO-1:</b> Generate five main topic areas to use for writing assignments in class.</p>	<p>Tice, Carol. “The New Freelance Writer’s Quick-and-Simple Guide to Getting Started.”</p> <p>Mattern, Jennifer. “Freelance Writing</p>	<p><b>Week 2 Forum</b> Market Research</p>

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		<p><b>LO-2:</b> Analyze target markets for selected specialization topics.</p> <p><b>LO-5:</b> Analyze market options and opportunities for target genres and writing niches.</p> <p><b>LO-3:</b> Differentiate between the traditional query and letter of introduction for soliciting freelance writing opportunities.</p>	<p>Niches: Profit vs. Passion.”</p> <p>Tice, Carol. “The Reality of Writing for Content Mills.”</p> <p>Mattern, Jennifer. “Quick Tip: Use Media Directories to Find Freelance Writing Clients.”</p>	
3	<p><b>Writing Effective Query Letters</b></p>	<p><b>LO-3:</b> Differentiate between the traditional query and letter of introduction for soliciting freelance writing opportunities.</p> <p><b>LO-4:</b> Examine the step-by-step process to prepare and submit an article for publication in a traditional print magazine.</p> <p><b>LO-5:</b> Analyze market options and opportunities for</p>	<p>Allen, Moira. "How to Write a Successful Query."</p> <p>Kendrick, Sue. “How to Write the Perfect Pitch.”</p> <p>Tsun, Mui. "10 Steps to a Magazine Query."</p> <p>Newbold, Curtis. “How to Write a Letter in Business Letter Format.”</p> <p>Allen, Moira. "Preparing E-mail Queries." Freelance Writing,</p>	<p><b>Week 3 Forum</b></p> <p>Query Peer Review</p>

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		target genres and writing niches.  <b>LO-6:</b> Write 2 query letters		
<b>4</b>	<b>Writing Effective Articles</b>	<b>LO-8:</b> Write four articles/samples (based on interests) to be included in online portfolio and/or submitted for publication.	<p>“How to Organize a Paper: The Inverted Pyramid Format.”</p> <p>Katz, Christina. “Writing A How-To Article in Six Easy Steps.”</p> <p>“How To Write A Profile Feature.”</p> <p>Cronin, Louie. “How Ten Years Producing “Car Talk” Helped Me Deal with Rejection.”</p>	<p><b>Week 4 Forum</b></p> <p>Fun With Rejections</p> <p><b>Week 4 Assignment</b></p> <p>The “How-To” Article</p>
<b>5</b>	<b>The Personal Interview</b>	<b>LO-8:</b> Write four articles/samples (based on interests) to be included in online portfolio and/or submitted for publication.	<p>Mencher, Mel. “Interviewing Principles.”</p> <p>Bunting, Joe. “Eleven Habits of Highly Effective Interviewers.”</p> <p>Bunting, Joe. “Six Ways to Ask Better Questions in Interviews.”</p> <p>Taylor, Susan Johnston. “5 Keys to Writing a Q&amp;A Piece People Actually Want to Read.”</p> <p>Shapiro, Susan. “No Reservations.”</p> <p>Shapiro, Susan. “Make Me Worry You’re Not OK.”</p>	<p><b>Week 5 Forum</b></p> <p>The Pre-Interview</p> <p><b>Week 5 Assignment</b></p> <p>The Humiliation Story</p>
<b>6</b>	<b>The Writing Process</b>	<b>LO-8:</b> Write four articles/samples	Trubek, Anne. “5 Lessons on Writing for the Public.”	<p><b>Week 6 Forum</b></p> <p>“Pop” Article Peer</p>

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		(based on interests) to be included in online portfolio and/or submitted for publication.	<p>“Popular Science Articles.”</p> <p>“How to Condense Your Thoughts and Words to Write Better Articles”</p> <p>Barringham, Ruth. “6 Steps to Becoming a Powerful and Persuasive Writer.”</p> <p>Scott, Alisa. “The Basics of AP Style.”</p>	<p>Review</p> <p><b>Week 6 Assignment</b></p> <p>The “Pop” Article</p>
7	<b>Submitting Your Piece and Other Opportunities in Freelance Writing</b>	<p><b>LO-5:</b> Analyze market options and opportunities for target genres and writing niches</p> <p><b>LO-8:</b> Write four articles/samples (based on interests) to be included in online portfolio and/or submitted for publication.</p> <p><b>LO-7:</b> Demonstrate the differences between a query letter and a letter of introduction.</p>	<p>Burns, Kathy. "Surefire Ways to Get Your Magazine Queries Accepted."</p> <p>Rafter, Michelle. "Introduce Yourself To Land Work: Why Freelance LOIs Matter."</p> <p>Tasarra-Twigg, Noemi. "The Ultimate Guide to Copywriting."</p> <p>Scott, Alisa. "5 Key Tips on Writing for the Web."</p> <p>Ng, Deborah. "30 Types of Freelance Writing."</p> <p>Mattern, Jennifer. "105 Ways to Make a Living Writing."</p>	<p><b>Week 7 Forum</b></p> <p>The “Pop” OR “Humiliation” Query Peer Review</p>
8	<p><b>Writing the Final Article and Writer’s Website</b></p> <p><b>The Business Side of</b></p>	<p><b>LO-8:</b> Write three articles/samples (based on interests) to be included in online portfolio and/or submitted for</p>	<p>Cote, Lisa. “Five Golden Rules for Writers.”</p> <p>Allen, Moira. “What to Do if You Don’t Have Clips.”</p> <p>Newbold, Curtis. “The 50 Most Important Rules of</p>	<p><b>Week 8 Forum</b></p> <p>Writer’s Website and Final Thoughts</p> <p><b>Week 8 Assignments</b></p>



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	<b>Freelance Writing</b>	publication.  <b>LO-9:</b> Create writer’s website to include, at a minimum, About, Contact, and Writing Samples pages.	Document Design.”  Newbold, Curtis. “How to Evaluate a Website.”	The Personality Profile  and  Writer’s Website
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**Policies**

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

**Writing Expectations**

Writing is a subjective and creative process. Grading will be based on the school’s writing rubric for 300-400 level courses. The type of writing we address in this class is specific to the target markets, purpose, and so forth. As such, the writing you’ll do in this class will vary and will be determined by those target markets, target audiences, purpose for writing, etc. These will be taken into consideration during the grading process.

You may feel pressured to provide a professional-level piece as well. Relax! Writing is an ongoing process—one that is continually in development. Do submit your best writing, however. Editors look for any reason to reject work, which can mean a simple typo or grammatical error. Therefore, strive to submit the most polished piece you can within the given time restraints.

Lastly, remember to use MLA formatting for all written assignments. Editors expect writers to follow the specific guidelines provided to writers; in class, this translates into using the assigned formatting and length requirements as outlined for each assignment.

**Citation and Reference Style**

Attention Please: Students will follow the [MLA Format](#) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

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### **Plagiarism Note**

Course forums will be run through Turnitin.com every week. Your instructor has the right to re-grade assignments during the course if suspicion of plagiarism or any other misleading events present themselves.

### **Late Assignments**

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, instructors understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact your instructor before the due date so you can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

### **Extension Note**

Bulk submissions **are not accepted** during the course or during an extension.

Cognitive learning is accomplished by receiving consistent and incremental feedback that creates a positive change in performance (Untanir, 2012). Feedback is structured so students increase their cognitive learning and skill sets.

Thus, submitting bulk-loaded late work (more than one assignment at a time) is highly discouraged and may even result in assignment(s) being returned for revision if the instructor feels his or her feedback from any submission would have improved the student's assessment of any assignment. Building feedback is essential to your success.

Works Cited: Untanir, E. (2012). An epistemological glance at the constructivist approach: Constructivist learning in dewey, piaget, and montessori. Online Submission.

An extension commitment calendar is available within the resources section of our course. This must be completed before an extension can be approved.

### **Netiquette**

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

**Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

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**Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :) , ☺

### **Disclaimer Statement**

Course content may vary from the outline to meet the needs of this particular group.

### **Online Library**

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

***Charles Town Library and Inter Library Loan:*** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.

***Electronic Books:*** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

***Electronic Journals:*** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

***Tutor.com:*** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](http://Tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

### **Turnitin.com**

Turnitin is integrated such that your written assignments may be automatically submitted to an originality analysis software system through the Sakai Assignments tool.

### **Selected Bibliography**

See classroom for additional resources.