

APPENDICES

1. Stage One questions
2. Emailed survey questionnaire
3. Assignments from Bond University's 'Magazine writing and Creative non-fiction' study guide.

APPENDIX 1

STAGE ONE QUESTIONS

What is creative non-fiction? → Nominal definition → A. Is based on facts and does not fabricate places, people or events. B. Uses theme, action oriented/scenes, dialogue, evocative description, characterisation, point of view. C. Includes personal and/or private moments with the intent to both provide readers with an understanding of the significance of the event and affect them emotionally.

QUESTION: How do you define creative non-fiction?

QUESTION: Do you agree with this definition [show definition created in Methodology]?

What is creative non-fiction? → Operational definition → Literary journalism, feature articles, memoir, biography, personal essay and narrative history.

QUESTION: What styles of publication do you think fall under the heading of creative non-fiction?

QUESTION: Do you agree the following styles are a comprehensive list [show list from Methodology]?

Why were these choices made? → Backgrounds of elites.

QUESTION: What have you published that you would consider creative non-fiction?

QUESTION: Why do you consider it to be creative non-fiction?

QUESTION: Have you published any work that you would consider to be of a different genre?

QUESTION: Why do you consider ... to be in ... genre?

APPENDIX 2

Emailed survey questionnaire

Dear _____,

The following is the questionnaire I mentioned in the email I sent you. As I explained, the survey is for my doctoral thesis at Bond University and is designed to explore journalism education in Australia. In particular it focuses on a comparison between the teaching of 'traditional' journalism writing techniques such as the inverted pyramid, news voice and hard news style, and the teaching of creative non-fiction techniques such as the use of action oriented scenes, dialogue, evocative description, characterisation, and point of view.

Please answer every question and type in your response in the space provided. The survey should take you approximately 20 minutes. Once you have completed this survey please return it via email to the address: molly_blair@staff.bond.edu.au. Again, thank you for agreeing to participate, your help is invaluable.

The following questions ask about permission to publish results of this survey in my thesis and possibly in articles (scholarly and others).

1. Do you give consent to having your name published?

Response (Yes or No):

2. Do you give consent to having the name of your tertiary education institution published?

Response (Yes or No):

3. Do you give consent to having any materials you submit referred to in a published document?

Response (Yes or No):

The following questions are about the journalism program at your institution.

4. At your institution which of the following styles of ‘traditional’ journalism writing are taught for at least one hour per year as part of the journalism curriculum?
(Please check the box if the style is offered and, in addition, rank the styles in order of importance: 1 being least important and 7 being most important).

Style	Check	Rank (1-7)
Hard news writing	<input type="checkbox"/>	
Writing for television news	<input type="checkbox"/>	
Writing for radio news	<input type="checkbox"/>	
Writing for new media (internet etc)	<input type="checkbox"/>	
Feature writing	<input type="checkbox"/>	
Literary/New journalism	<input type="checkbox"/>	
Other (please stipulate):	<input type="checkbox"/>	

5. At your institution which of the following ‘traditional’ journalism writing techniques are taught for at least one hour per year as part of the journalism curriculum?
(Please check the box if the technique is offered and, in addition, rank the techniques in order of importance: 1 being least important and 6 being most important).

Technique	Check	Rank (1-6)
The inverted pyramid structure	<input type="checkbox"/>	
Paraphrasing for attribution	<input type="checkbox"/>	
Use of quotations	<input type="checkbox"/>	
Write the way you speak	<input type="checkbox"/>	
News voice	<input type="checkbox"/>	
Other (please stipulate):	<input type="checkbox"/>	

6. At your institution which of the following creative non-fiction writing techniques are taught for at least one hour per year as part of the journalism curriculum?
(Please check the box if the technique is offered and, in addition, rank the techniques in order of importance: 1 being least important and 9 being most important).

Technique	Check	Rank (1-9)
Narrative structure	<input type="checkbox"/>	
Characterisation	<input type="checkbox"/>	
Literary language	<input type="checkbox"/>	
Writing dialogue	<input type="checkbox"/>	
Action oriented scenes	<input type="checkbox"/>	
Evocative description	<input type="checkbox"/>	
Use of writer’s point of view	<input type="checkbox"/>	
Theme	<input type="checkbox"/>	
Other (please stipulate):	<input type="checkbox"/>	

7. Are there any techniques not offered in your program you would like to include? If so please list them and provide the reason for your choices.

Response:

8. At your institution which of the following publication styles are offered as part of the journalism curriculum? (Please check the box if the style is offered and, in addition, rank the styles in order of importance: 1 being least important and 7 being most important).

Style	Check	Rank (1-7)
Literary/New journalism	<input type="checkbox"/>	
Memoir	<input type="checkbox"/>	
Biography	<input type="checkbox"/>	
Literary essay	<input type="checkbox"/>	
Narrative non-fiction	<input type="checkbox"/>	
Feature articles	<input type="checkbox"/>	
Other (please stipulate):	<input type="checkbox"/>	

9. Are there any publication styles not offered in your program you would like to include? If so please list them and provide the reason for your choices:

Style(s) and reasons:

10. In the journalism program at your institution which of the following levels of instruction in media ethics are offered. (Please check the box next to the all the levels offered)

More than one subject devoted to the study of ethics alone	<input type="checkbox"/>
One subject devoted to the study of ethics alone	<input type="checkbox"/>
One subject devoted to the study of ethics and law together	<input type="checkbox"/>
One subject that includes the study of ethics in part	<input type="checkbox"/>
No study of ethics	<input type="checkbox"/>

Level(s):

The following questions ask your opinion of certain teaching practices.

11. On a scale of 1 to 10, where 10 is very important and 1 is not important at all, how would you rank the importance of teaching 'traditional' journalism writing techniques (for example the inverted pyramid structure, paraphrasing for attribution, and news voice) to journalism students? (Please type in one number only)

Rank:

12. On a scale of 1 to 10, where 10 is very important and 1 is not important at all, how would you rank the importance of teaching creative non-fiction writing techniques (for example writing dialogue, action oriented scenes, and evocative description) to journalism students?
(Please type in one number only)

Rank:

13. What are the reasons behind the ranking you gave to the importance of 'traditional' journalism writing techniques and creative non-fiction writing techniques?
(Please go into as much detail as possible)

Response:

14. Do you think it would be worthwhile to isolate creative non-fiction writing techniques into a single subject housed within the journalism curriculum?
(Please respond and provide reasons for your answer)

Response (yes/no):

Reasons:

15. Do you think it would be worthwhile for journalism students to learn how to write for creative non-fiction publication styles (such as literary journalism, memoir, biography, literary essay, feature articles and narrative non-fiction)?
(Please respond and provide reasons for your answer)

Response (yes/no):

Reasons:

16. Do you think it would be worthwhile for journalism students to learn creative non-fiction techniques such as the use action oriented scenes, dialogue, evocative description, characterisation, and point of view?
(Please respond and provide reasons for your answer)

Response (yes/no):

Reasons:

17. Do you think instruction in ethics and adherence to the truth is as important for students studying creative non-fiction writing techniques as students studying 'traditional' journalism writing techniques?
(Please provide reasons for your answer)

Response (yes/no):

Reasons:

The following questions ask your opinion of a certain writing style.

18. Before this survey, had you heard of the term 'creative non-fiction'?

Response:

19. What is your opinion of creative non-fiction?

Response:

The following questions ask about your background in journalism.

20. What style(s) of writing have you had published?
(Please check the box next to all the styles published)

Hard news story	<input type="checkbox"/>
Feature article	<input type="checkbox"/>
Literary journalism	<input type="checkbox"/>
Memoir	<input type="checkbox"/>
Biography	<input type="checkbox"/>
Personal essay	<input type="checkbox"/>
Narrative non-fiction	<input type="checkbox"/>
Other (please stipulate)	<input type="checkbox"/>

21. What subjects have you yourself taught at the in the last five years?

Hard news writing	<input type="checkbox"/>
Writing for television news	<input type="checkbox"/>
Writing for radio news	<input type="checkbox"/>
Writing for new media	<input type="checkbox"/>
Feature writing	<input type="checkbox"/>
Literary journalism	<input type="checkbox"/>
Other (please stipulate)	<input type="checkbox"/>

22. How many years have you taught tertiary education?

Response (in years):

23. Have you worked as a professional journalist and if so for how long?

Response (in years):

24. Finally, could you please send or email me your curriculum, teaching materials and/or book lists for your print journalism subjects? This would be much appreciated as it will further aid me in understanding the curriculum at your institution.

Thank you so much for your help, it is greatly appreciated. If you have any queries about this survey or my thesis please do not hesitate to contact me via email or phone at Bond University, ph: (07) 55 952524. If you wish to post materials to me the following is my address:

Molly Blair
School of Humanities
Bond University
University Drive, Robina
Queensland 4229

Regards,

Molly Blair

APPENDIX 3

Assignments from Bond University’s ‘Magazine writing and Creative non-fiction’ study guide.

FEATURE STORY 1. DUE WEEK 3

Write a personality profile for the magazine of your choice. You must interview this person for your article and include quotes.

WORD COUNT: 900 – 1,200 words

FEATURE STORY 2. Due Week 6

Write a ‘real life’ story for a magazine like *New Idea*, *Woman's Day*, *Cosmo*, *Cleo*, *B*, *Ralph*, *FHM* etc. This is the time to write the “My husband is a witch” story, or the “I was raped on my first date” story, or the “I lost my virginity to a prostitute” story, or the story about the tattoo experience that went very, very wrong, or the “I made a million dollars before my 25th birthday” story.

WORD COUNT: 1,100 – 1,300 words.

FEATURE STORY 3. Due Week 8 – for Distinction and High Distinction Candidates ONLY

Write a news feature that uses investigative reporting on a current subject which would interest a news magazine of your choice (for example the *Bulletin Magazine*, *Time* or the *Weekend Australian Magazine*). This story will be marked not only on your ability to write well, but also how well you have researched the topic. We **strongly** suggest you begin to research this subject by week 2.

WORD COUNT: 1,400 – 1,600 words.

CREATIVE NON-FICTION STORY 4. Due Week 10

Choose one of the three options below:

CHOICE 1.

Use yourself as the subject of the story: what is a completely improbable thing for you to do, and improbable place to go, an improbable subject for you to encounter? Get out there, try it and write a first person account of your experiences – remember your readers should learn a great deal about you and the nature of your chosen situation.

WORD COUNT: 1,100 – 1,300 words.

CHOICE 2.

Find a person who interests you (it could be your grandmother, your doctor, a famous person you know, a mentor etc) and ask them about what they think the defining moment in their life was. Tell the story of this moment, revealing to your readers the nature of the person you are writing about and how that moment shaped their lives.

WORD COUNT: 1,100 – 1,300 words.

CHOICE 3.

Take a story from the newspaper and re-write it as a work of creative non-fiction. This could be the story from the perspective of the criminal, or the story of why something happened, or the story of how the community has coped in the aftermath of an event etc. You will need to choose a story where you have access to the people involved and the location, as you will need to **visit the place(s)** where the incident(s) occurred and **conduct your own** interviews. **You must attach a copy of the news story to your creative non-fiction work.**

WORD COUNT: 1,100 – 1,300 words.

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