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Journalism/Non-fiction Writing

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Residency Offered: Journalism/Non-fiction Writing: *Telling It Like It Is!* Students will learn about journalism by reporting on and writing about their world. The residency will begin with a brief analysis of articles in local and national media to help students become sophisticated readers and writers.

Students will be encouraged to report on topics they believe have been overlooked by the mainstream media and to produce a balanced article by gathering information from numerous sources and perspectives—for example, from their classmates, families, and neighbors. They will also take photos, make drawings, or collect other material to illustrate their articles.

Emphasis will be on gathering information, organizing ideas, and writing in a clear and engaging way. While the residency will help students develop the skills to produce well-written articles, the primary focus will be on getting them excited about telling their stories, rather than on the mechanics of writing.

At the end of the residency, students' articles will be compiled in a newsmagazine that can be shared with the rest of the school or with their community.

Preferred Ages/Grade Level: Grades 4 -12. Students in upper grades may also choose to report on national or international events from a perspective they believe has been neglected.

Supplies, Equipment, Space and Time Considerations: Paper and pens or pencils; computer for typing stories (if possible); newspapers and magazines (local and national, depending on grade level); digital cameras and art supplies (for black-and-white reproduction). Booklet will be photocopied and bound.

Ideally, we would have five to six class meetings of approximately one hour each. Assistance from teachers and volunteers would be useful, particularly for typing students' stories.

Proposed schedule:

Session 1—introduce concepts, read other media

Session 2—develop story ideas, go over approach to interviews and news gathering

Sessions 3 and 4—read students' stories; review art; revise stories as necessary

Session 5—organize material for booklet

Session 6—distribute and discuss booklet; review concepts

Teaching Experience:

1993-95 Instructor, SAT Review Course, Princeton Review, Concord, NH

1994-95 Graphic Design Instructor, Plymouth State College, Plymouth, NH

1995-96 Art History Teaching Assistant, University of Illinois at Chicago, Chicago, IL

Artist's Statement:

I have worked in publishing for 25 years, both as a writer and editor and as a graphic designer. I have always been fascinated by newspapers and, in particular, by their potential for telling stories about people and events that are often overlooked. In addition to reporting and writing news articles, I profile people, write about arts and culture, and do in-depth research and writing. I use photography as a documentary tool and a means of artistic expression.