



Jeff Neely talks to a University of Tampa student about the value of literary journalism for helping us become better thinkers and writers. He uses texts such as *The Art of Fact* in his Academic Writing 101 course to teach students how to think critically and write persuasively. Photo by Jamie Pilarczyk, University of Tampa Office of Public Information.

Teaching LJ . . .

The Write Stuff: Opportunities and Obstacles in the Classroom

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Abstract: This study presents a mixed-methods inquiry into post-secondary instructors' perceptions of student writing proficiencies and how those bear on teaching literary journalism. Based on survey data, both qualitative and quantitative, along with interviews, the authors identify perceived challenges that writing deficiencies present for teaching literary journalism. They also identify unique opportunities the genre of literary journalism offers to improve students' critical thinking and writing skills. Survey results indicate instructors perceive an overall decline in student writing abilities. At the same time, some instructors suggested that these perceptions may be exaggerated, and that teachers often forget learning to write well takes time and life experience that college students have not had. Based on the results of this research, the authors argue that while deficiencies in student writing abilities present legitimate practical and pedagogical concerns for teaching literary journalism, the genre's combination of rich descriptive prose and deep, fact-based reporting makes it uniquely well qualified to help students improve on these precise deficiencies.

Keywords: pedagogy – teaching – literary journalism – writing – composition – critical thinking

A growing body of research provides empirical evidence that an increasing number of students are entering college without the writing skills they need to succeed. According to the National Assessment of Educational Progress (NAEP), a congressionally mandated project administered since 1969 by the National Center for Education Statistics (NCES), out of 28,100 twelfth-grade students surveyed in the United States in 2011, only twenty-seven percent were proficient or advanced in writing.¹ In a data profile of college-bound high school seniors, the College Board reports that mean sat Reading scores have dropped from 530 in 1972 to 494 in 2016 and mean sat Writing scores (a newer portion of the test) have dropped from 497 in 2006 to 482 in 2016.² Interestingly, an analysis by Jameson suggests the proportion of high school students with solid writing skills has actually remained fairly steady and small. However, the proportion of high school graduates who go on to higher education has grown dramatically. In other words, the “rapid expansion of higher education has outpaced student achievement.”³ This is particularly concerning in light of research from Beil and Knight, who found that high school students are often asked to produce writing that offers and supports their own opinions, but are rarely expected to demonstrate the kind of writing that will be expected at a college level—that is, “criticizing a written argument, defining a problem and proposing a solution, and analyzing the needs of a writing audience.”⁴

Writing enriches humans’ lives in many ways. For one, it helps people learn. More specifically, particular kinds of writing—writing that engages the cognitive processes of elaboration and organization—enhance learning.⁵ *Elaboration* is the act of comparison and contrast, of making connections between what people are learning and what they already know or have experienced.⁶ *Organization* is the process by which individuals mentally structure material they are learning into a framework that is consistent with existing knowledge and experience, often restructuring previous frameworks.⁷ The kind of writing often required in literary journalism courses—essays, analytical papers, rich narratives, etc.—has proven effective for learning because it requires students to elaborate on ideas, both of their own and from their texts, and it requires them to situate, or organize, these ideas in accordance with their existing knowledge and experiences.

The combination of these two premises—that (1) writing abilities among most post-secondary students are insufficient for college-level expectations, and (2) higher-order writing is an important and commonly used tool for learning in literary journalism classrooms—presents challenges for the future of students studying the genre and for the instructors who teach it. The research findings presented here, however, suggest there is reason to be opti-

mistic about literary journalism’s pedagogical potential for addressing these challenges.

Method

Data presented in this report derive from a survey and interviews conducted in 2017 as part of a multi-year project examining literary journalism and pedagogy. The writing focus was developed in response to feedback received at the 2016 Association for Education in Journalism and Mass Communication (AEJMC) conference presentation.⁸ Research from related surveys and interviews have been presented at conference panels in previous years for both the International Association for Literary Journalism Studies (IALJS) and AEJMC.⁹

For the current study, a web-based survey was developed to explore two primary research questions: (1) What are educators’ perceptions of students’ incoming writing skills? And, (2) How are students being taught to write?¹⁰

An email call to participate in the survey and two reminders were sent to the IALJS email list, the AEJMC Magazine Division listserv, and the AEJMC Small Programs Interest Group (SPIG) listserv.¹¹ Announcements for the survey were posted to IALJS and SPIG Facebook groups and tweeted from IALJS and SPIG Twitter accounts. Separate links were used for each of the calls. Four responses were directed from social media links; the remainder of the responses came from the email links. Of the 120 educators who teach or have taught writing in twenty-one countries who responded to the call, 114, or ninety-five percent, completed the survey. Responses to closed-ended questions were analyzed using Microsoft Excel; responses to open-ended questions were analyzed with QSR NVivo.

In-depth, semi-structured interviews were conducted with twenty-six instructors—fourteen women and twelve men—all of whom have taught or plan to teach courses involving literary journalism.¹² The interviewees were solicited first through a call for participants sent out on the IALJS email list and the listserv for the AEJMC Magazine Division. Invitations to participate were also sent directly to instructors who had written in the Teaching Tips section of the IALJS newsletter.¹³ From this pool of potential interviewees, participants were purposively selected to obtain the most representative qualitative sample possible, resulting in instructors who ranged in their teaching experience from graduate students to retired faculty at institutions with student body populations ranging from roughly 1,000 to more than 33,000. As part of their prior consent to participate, interviewees indicated whether the researchers were permitted to use their names or if they preferred to remain anonymous. While many instructors agreed to allow the researchers to use

their names in publication, the authors have chosen to keep all interviewees confidential in this study, for the sake of consistency.

An interview guide was developed with initial questions designed to be broader in scope so as to allow the participant the greatest latitude to respond to the topic of pedagogy and literary journalism instruction¹⁴ (e.g., “Why is it important to teach literary journalism, or what value do students receive from studying literary journalism?” And “What are some of the most significant challenges in teaching literary journalism?”).

Responses to questions were probed with follow-up questions, specifically about the role of writing and critical thinking in teaching literary journalism. The average interview time was approximately fifty-three minutes, with the shortest running roughly thirty-seven minutes and longest running roughly 107 minutes. Once the interviews were completed, responses were analyzed inductively, identifying common themes that emerged across interviews and comparing those data with results from the survey. Findings from the survey and interviews were merged and are presented in the following section.

Findings: The Challenges, Course Contexts

Writing as part of literary journalism instruction takes a variety of forms. An important factor guiding the kind of writing required of students is the structure and objective of the course at hand. Instructors indicated that they are incorporating a variety of emphases and teaching approaches in courses in which literary journalism is studied. This finding from interviews conducted for the current study is consistent with results from previous related surveys and interviews.

Findings from the study also show literary journalism courses to be differentiated by their emphasis on either praxis or analytical study. On the one hand, multiple respondents described their college courses in literary journalism as aiming to teach students how to write their own works of literary journalism by applying learned techniques and strategies of the practice. These courses leaned heavily on the applied, exploratory pedagogical approaches of the writers workshop, peer editing, and immersive observation. Other college courses take a more academic, or abstract, approach to studying literary journalism, where the focus is entirely on reading and critically evaluating various texts in the genre. These courses were more likely to employ traditional methods of critical literary studies, rhetorical analysis, and close reading in their pedagogy.

Other respondents described courses that blend academic and applied approaches to varying degrees. In these courses, instructors ask students to closely analyze and evaluate literary journalism texts, to tease out and identify

specific reporting or rhetorical techniques they can apply in their own, original journalistic work. Conversely, one instructor described asking students to go into the field to conduct first-hand immersive observation in order to better understand how a work of literary journalism derives its meaning. A number of courses are designed not primarily to teach literary journalism, but to use texts and common reportorial practices of the genre to illustrate and illuminate the focal topic of some other field of study. Examples include composition courses that use literary journalism texts as writing exemplars, and foreign language classes that use works of literary journalism in those languages to strengthen a factual understanding of relevant social, historical, and cultural contexts.

These findings about course offerings indicate the very nature of literary journalism is that it straddles, defies, and transcends traditional disciplinary boundaries. It is, however, important to recognize this variegated range of teaching contexts when examining the role of writing as a pedagogical tool in literary journalism instruction. The research results suggest that literary journalism instruction, in all these various contexts, offers rich opportunities to improve students’ writing abilities, albeit not without challenges for students and teachers.

Findings: The Challenges, Student Writing Skills

The survey and interview findings suggest that post-secondary instructors are observing the same trend of more students entering college without sufficient writing abilities that has been documented in other research.

In response to the survey question, “Do you believe that basic writing skills have eroded among students?”, Eighty-eight, or slightly more than three-quarters of the 114 participants answered “yes” (see fig. 1). One educator noted “Honestly, I am unhappy choosing ‘yes’ or ‘no’ . . . because it’s more complicated than that. Their strengths and weaknesses in writing have changed.”

In a follow-up interview, one instructor at a Canadian college suggested students are not being prepared for the writing that

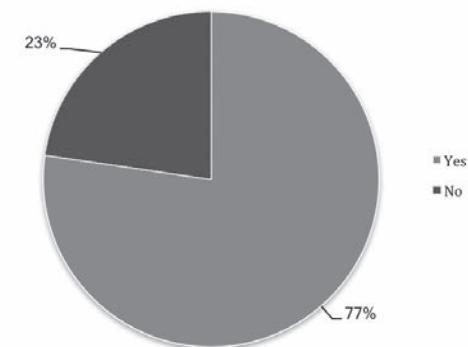


Figure 1: Responses to “Do you believe that basic writing skills have eroded among students?”

will be expected of them at a post-secondary level. "High schools have a lot to answer for," he said. He further noted that incoming students with even the best writing assessment scores fell short in their demonstrated writing skills. Another instructor suggested that prior to entering college, students are engaged in education that doesn't emphasize critical thinking or critical writing skills "so much as getting them to replicate correct answers. So it's not conducive to good writing." She noted that many students aren't prepared with the mechanical skills of writing that are necessary at the college level, with the deficiencies ranging from basic grammar to elementary academic writing conventions, such as the purpose of a bibliography and citations. A survey respondent suggested, "Overall, students seem to be overworked (as in, needing part-time jobs), they seem to be distracted by the virtual world, and they seem to be not as dedicated to concentrated reading and thinking time." Another noted, "They can't think on their own."

Among survey respondents, the most commonly reported areas of growing weakness in student writing were grammar and spelling, followed by clarity, organization, and focus/clear point (see fig. 2). Educators expanded on their responses in the comments section. "Basic vocabulary has eroded," wrote one instructor. "Their weakened vocabularies make clarity a significant issue: They cannot find the words they need to make their points." Another instructor wrote, "They think in bits and pieces. And while we all do a little of that, some millennials have trouble getting beyond the text, post, snapchat phase."

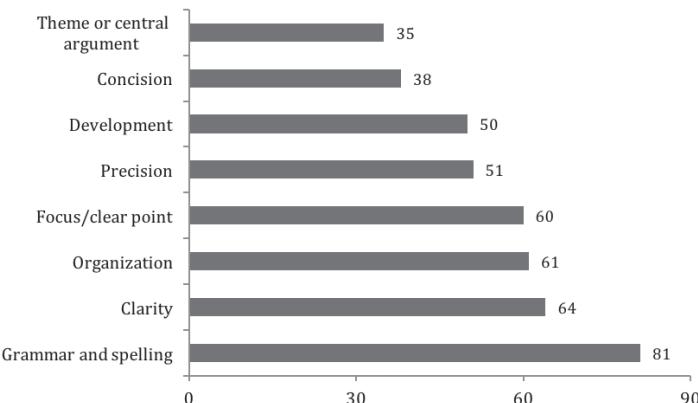


Figure 2: Number of responses to the item, "In what aspects of writing have you seen these changes [in basic writing skills]? Please check all that apply."

At the same time, some instructors questioned whether this decline in writing abilities was at least partially exaggerated perception more than reality. One instructor, who had retired from teaching journalism at a U.S. university, suggested during an interview that the generation gap often found between student and teacher can make instructors forget how much there still is to learn when you are a young college student. "I woke up one day and I realized that my students were still students; it was I who had changed. I had gotten older," he said. "I just try not to say, 'Oh students change,' because it's not fair to them. And I don't recall anything out of the ordinary with my students from when I retired in 2003 than when I started teaching in 1975." Another instructor noted on a survey comment: "It's easy for college-level instructors to forget how bad at writing they really once were."

Still, seventy percent, or eighty, of the 114 respondents reported spending a substantial amount of class time teaching the basics of writing (see fig. 3). The most commonly reported strategy for doing this was providing examples and models, followed by peer reviews, referring to a campus writing center, and providing strategies for reading (see fig. 4). In addition, instructors noted in both interviews and open-ended survey questions that important components of teaching students how to write better are practice and editorial feedback. "The more they write, the better they get," was one survey respondent's succinct comment. Another survey respondent found using the Track Changes feature in Microsoft Word and the program's option to add comments in the document's margins to be effective means of helping students see exactly where and why edits had been made. Complementing these comments, multiple instructors mentioned in interviews that they believed one reason students are ill-equipped for the writing required in college is that they have never received this kind of detailed, specific editing.

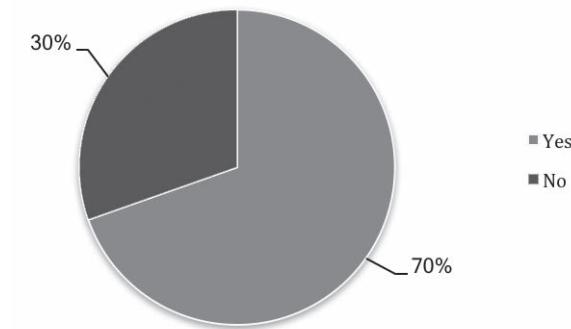


Figure 3: Responses to "Are you finding yourself having to take a lot of class time to teach basics of writing?"

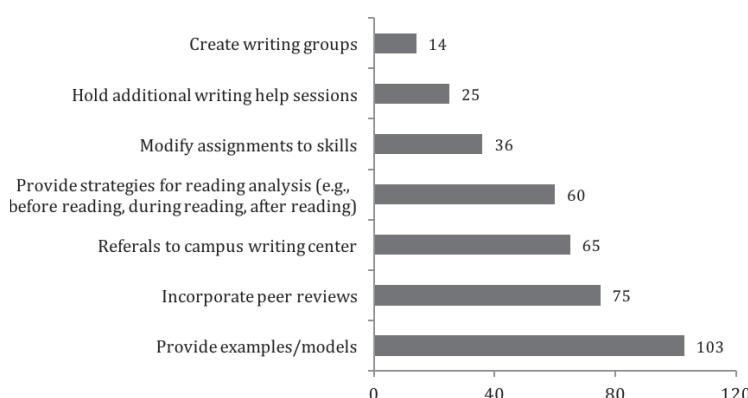


Figure 4: Number of responses to the item, “What strategies do you use to help students improve their writing? Please check all that apply.”

At the same time, several educators noted in the survey that teaching students how to write at the level they expect is time-consuming and impractical when they are trying to focus on more advanced concepts. “I can’t afford to use class time to teach writing skills,” one instructor wrote. “The gap between where students are and where they need to be is simply too great.” Another instructor put it this way: “Some students are far more skilled than others. Taking time to teach basic skills is not a good use of my class time.”

Certainly, the aims and scope of any given course will dictate and limit the amount of time an instructor may be able to devote explicitly to improving students’ writing. However, as some instructors pointed out in their interviews, practicing writing need not necessarily occur in the classroom, and assignments don’t have to be excessively lengthy or deeply developed. One instructor said he requires students to complete short, 350-word analytical responses to weekly readings, and then does a close line edit of each student’s paper. Other instructors said they require students to observe and write just a single scene, paying attention to clarity and detailed description in their writing. Indeed, instructors employed this strategy in applied literary journalism courses, in courses that were more historical and academic in nature, and even in a French language course where students were learning to connect sophisticated French composition to important social issues. On the other hand, regardless of whether assignments are done in- or outside of class, more writing does mean more grading, a concern that was raised during the panel presentation of this research at the 2017 IALJS conference.¹⁵ Given the multi-

ple demands placed on post-secondary faculty members, this additional time commitment is a legitimate practical concern that instructors must consider.

Along with the stronger command of mechanics and compositional skills that instructors observed their students need, participants in this study noted that some college students simply do not have the maturity or life experience necessary for the rich critical thinking or analytical understanding that college faculty would like them to bring to a text, whether it be students’ own work or that of someone else. However, instructors also remarked that in any given course, teachers are certain to find a range of abilities, experiences, and maturity levels among the students in their class. One instructor who teaches applied literary journalism at a U.S. university said writing strong narrative requires an ability to bring insight and depth into what the writer observes. “Some students have life experience by the time they’re twenty-two that others won’t get until they’re sixty,” she said. “So it’s not age and it’s not talent; it’s experience and maturity. And yes, if you’ve got students in your classroom who have that, then you’ve got potential.”

Given the challenges to students’ writing abilities that were noted by instructors in this study, one of the most hopeful findings came from comments of multiple participants who suggested teaching literary journalism is a richly fruitful opportunity to help students grow and develop in exactly these capacities. Participants who had taught applied literary journalism courses noted that when students read selected works from notable writers, they pick up stylistic techniques that they can apply in their own work. Instructors who had taught literary journalism in a more academic context noted that exposing students to literary journalism texts offers an engaging way for students to critically consider and reflect on historical events or important periods of social change. In an email response to questions on the interview guide used in this study, one instructor from Portugal wrote:

Literary journalism opens horizons as far as the understanding of contemporary societies and political issues are concerned. It is used, or at least in the case of my classes, to establish a comparison with official/mainstream discourse. I also use it so social sciences students understand that the study of the social body can also be obtained through this kind of journalism and not only ethnographic and anthropological research.

Other instructors who incorporate literary journalism into broader writing courses suggested that literary journalism offers students examples of prose that are not only clear and accessible in their deliveries, but also rich and compelling in their narratives. One journalism teacher at a U.S. university commented during an interview that, yes, students need to be taught how to write, but they also need to be inspired. “I just feel like the more exposure

we can give them to really good work early on, the better writers they're going to be."

Of course, knowing how to translate challenge into opportunity, how to build strength from weakness, and how to move from deficiency to proficiency, is no small task. It is, perhaps, the charge presented to every educator, and one they spend their careers trying to master. Thus, employing literary journalism as a vehicle for developing students' writing skills does not simply happen. Of the 114 respondents to this study's survey, sixty-five, or fifty-seven percent, reported having received specific training on how to teach, and fifty, that is, forty-three percent, reported they had not (see fig. 5). Of those who had received formal training, the top six categories of training (how or where they received it) are listed in fig. 6.

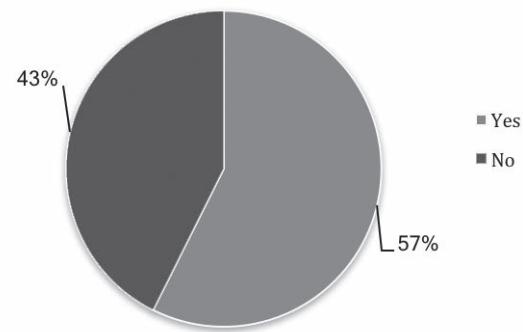


Figure 5: Responses to "Have you received specific training on how to teach?"

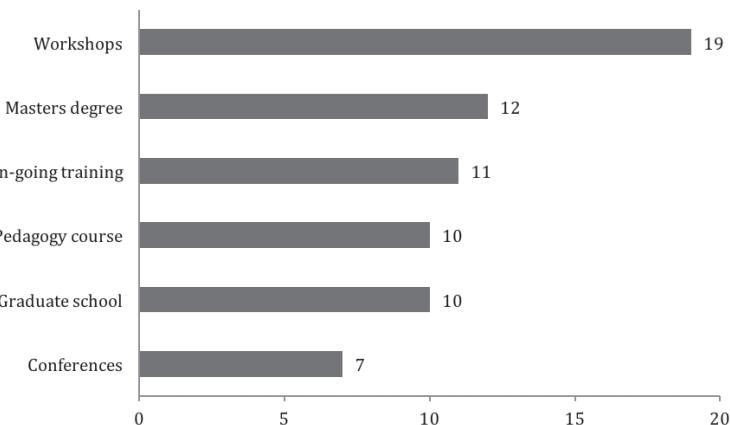


Figure 6: Number of responses for the top six categories of training received.

The good news, in looking at the top six categories, is that pedagogical training is being offered at various points in instructors' careers. The frequency of responses indicating that survey participants received training in graduate school and as part of their Master's degrees is encouraging, in that it shows at least some schools are building formal pedagogical training into their advanced degree programs. Likewise, the mentions of professional development received at conferences, workshops, and as part of ongoing training suggests that instructors have—or make—opportunities to improve their pedagogy as they progress through their careers.

The not-so-good news is that among all survey respondents, forty-three percent, or forty-nine, indicated that they had never received formal pedagogical training. Of course, this is not to say that one must be formally trained in pedagogy to be a good teacher; nor is it to say that receiving formal training necessarily makes one a good teacher. However, when considering the specific, oft-noted challenges presented by deficiencies in students' writing abilities, it would seem that formally coordinated efforts to equip instructors with research-based pedagogical skills would be an important component in systematically addressing this need. Building more of these opportunities for training into academic programs and professional organizations seems prudent, and instructors who emphasize writing in their classes would do well to actively seek out and seize these opportunities.

Final Thoughts: Back to the Start, the Hope

The findings from this study suggest the literary journalism classroom is a fertile ground for helping students experience intellectual growth. As journalism, the genre presents factual information about historic periods, intriguing personalities, curious trends, and unique subcultures that instructors and students can thoughtfully consider and discuss. In its literary style, it offers exemplars of how writing need not necessarily be a sterile tool for information transmission. Writing can breathe and move with the aesthetic beauty of human experience. Put simply, literary journalism offers a unique opportunity to reach both mind and heart.

Yes, higher-order writing—the kind that requires students to elaborate on and organize ideas into cognitive structures consistent with existing knowledge experience—is an important component of learning and an important component in literary journalism classrooms. Students who come to the classroom better equipped with these writing skills are likely to have an advantage in terms of gleaning a more advanced or sophisticated appreciation of the material. And yes, when college students are particularly deficient in these skills, both they and their teachers are likely to be frustrated, depending

on the level of writing expected in a given course. Each student is at a different stage of this developmental process. Is there room for secondary and even primary schools to improve in preparing students with better writing skills before entering college? Perhaps. The research cited earlier in this article suggests there is. But once they arrive in university classrooms, instructors must do the best they can to reach these students where they are. Literary journalism appears to be a great vehicle to help get instructors and students on common ground.¹⁶

Jeffrey C. Neely is an assistant professor in the Department of Communication at the University of Tampa. His research interests include literary journalism analysis, the teaching of literary journalism, and the role of youth media in community building.



Mitzi Lewis is an associate professor in the Department of Mass Communication at Midwestern State University in Texas. Her research interests include literary journalism pedagogy.



John Hanc is an associate professor at the New York Institute of Technology, where he teaches journalism and literary journalism. A professional writer, he contributes to the New York Times, Newsday, and Smithsonian. He has authored or co-authored fifteen general interest books, including a number of award-winning memoirs.



Robin Reid is a senior in the Department of Mass Communication at Midwestern State University in Texas. She has conducted literary journalism research under the mentorship of Mitzi Lewis and John Hanc since spring 2016.

Appendix I

Call to Participate in Survey

Greetings, [specific group] colleagues:

We are writing today to ask you to help us better understand how educators are dealing with the challenge of what is perceived by some to be an erosion of basic writing skills among today's students.

Participation is, of course, completely voluntary, but we'd appreciate you taking a few minutes to answer a short survey at the following link: [link went here]

The survey will remain open through February 27th. [Note: the survey deadline was later extended to March 6.]

We will present survey results of this survey are scheduled for presentation as part of on panels at two conferences:

- International Association for Literary Journalism Studies conference, May 11–13, 2017, University of King's College, Halifax, Nova Scotia, Canada; and
- Association for Education in Journalism and Mass Communication conference, August 9–12, 2017, Chicago, Illinois, U.S.A.

As in the past, we will also make the presentation slide deck available online. Feedback indicates that prior survey findings have been helpful to long-form journalism educators. We hope to continue—and broaden—this tradition with your help.

Thank you for considering providing feedback!

John Hanc, associate professor, New York Institute of Technology; Mitzi Lewis, associate professor, Midwestern State University; and Robin Reid, student research assistant, Midwestern State University.

The @IALJS and @AEJMCSPIG tweets read: How are you teaching #writing? Give feedback in a 5–10 min. survey: [link to survey] Results will be presented at #IALJS12 & #AEJMC16.

The IALJS Facebook Group posting began with “Passing on a survey that some of our IALJS colleagues are currently running. Findings will be presented at #IALJS12” and then contained a copy and paste from the email call, starting with the words “To help better understand. . .”

The SPIG Facebook Group posting read: “John Hanc and Mitzi Lewis are researching how educators are dealing with the challenge of the perceived erosion of basic writing skills among today’s students. You can help by taking this survey: [link to survey].”

Appendix II

Call for Interview Participants, and Interview Outline

Call for Interview Participants:

Literary Journalism and Pedagogy

Principal Investigator:

Dr. Jeffrey C. Neely, Journalism, University of Tampa, United States,
jneely@ut.edu.

Background:

I am an assistant professor of journalism at the University of Tampa. I am conducting semi-structured, qualitative interviews as part of a book chapter, co-authored by Mitzi Lewis, for *The Routledge Companion to American Literary Journalism*, edited by William Dow and Roberta Maguire [forthcoming].

Building on previous studies, presented by Lewis, myself, and other colleagues at annual meetings of the International Association for Literary Journalism Studies and the Association for Education in Journalism and Mass Communication, this study seeks interviews with post-secondary instructors of literary journalism to understand how the genre has been and is being taught, as well as possible emerging trends observed by instructors.

This is an opportunity to contribute to our understanding of the experiences of academic migrants whose voice is frequently absent from debates on migration and careers, in particular how migratory status intersects with other characteristics to inform these experiences.

The Study:

I would like to interview a total of twenty individuals of all genders who teach or have taught literary journalism (sometimes referred to as narrative journalism, reportage, creative nonfiction, narrative nonfiction, long form, etc.) at a range of different institutions across the globe.

I am looking for participants who collectively represent the diversity of teaching experiences at private and public institutions of small, medium, and large student bodies, across academic ranks and positions, and from various racial and ethnic backgrounds (both students and instructor participants). I would like to interview participants with a range of teaching experience, from emerging scholars to seasoned classroom veterans.

Participants may focus their courses on analytical textual analysis of and critical response to literary journalism, applied production of literary journalism, or a combination of both. Participants may be housed in a variety of disciplinary programs or departments (e.g., journalism, communication, English, literature, creative writing, etc.)

These interviews will last approximately sixty minutes and will cover:

- Successful and unsuccessful teaching approaches (e.g., course structure, lesson plans) for the study of literary journalism;
- Successful and unsuccessful assignments for the study of literary journalism;
- Most/least well-received texts among students and reasons/criteria for selection of texts;
- The perceived value of literary journalism studies in post-secondary (undergraduate, graduate, professional, etc.) education;
- Changes in teaching literary journalism;
- Incorporating literary journalism into other kinds of courses not dedicated solely to the study of the genre;
- Common challenges and pitfalls in teaching literary journalism;

- Other lessons learned;
- Teaching literary journalism in the digital age.

The study has received approval from the Institutional Review Board at the University of Tampa. Should you agree to participate, I would like to record the interview to facilitate analysis. Recordings will be transcribed. I would like to use the names and affiliation of participants who are willing. However, if you prefer that your responses be anonymous, all identifying information will be removed from your transcript, and the recording of our interview will be destroyed after it has been transcribed. Participation is entirely voluntary and you are free to withdraw from the study at any time without providing any explanation.

I would like to conduct interviews via Skype or FaceTime, if possible, or by phone call.

I hope you will agree to participate in my study. If you would like to take part, please contact me at jneely@ut.edu to schedule an interview. If you know of other colleagues who would be interested in participating please feel free to pass this information along to them.

Thank you for your time. I look forward to hearing from you.

Notes

- ¹ National Center for Education Statistics, “The Nation’s Report Card,” 1, 28.
- ² College Board, “2016 College-Bound Seniors,” iii.
- ³ Jameson, “Literacy in Decline,” 31.
- ⁴ Beil and Knight, “Understanding the Gap,” 7.
- ⁵ Arnold et al., “Understanding the Cognitive Processes.”
- ⁶ Arnold et al., 116.
- ⁷ Arnold et al., 116.
- ⁸ Abrahamson et al., “Longform Journalism and the Conceptual Conundrum.”
- ⁹ Abrahamson et al., “But Will They Read It?; Capouya et al., “Engaging Students with Literary Journalism Readings”; Capouya et al., “Teaching the New Narrative”; Abrahamson et al., “Teaching the New Narrative”; Hanc et al., “Story Talk, Story Craft”; Abrahamson et al., “Longform Journalism and the Conceptual Conundrum”; Abrahamson et al., “The Challenges of Writing 101”; Abrahamson et al., “The Eternal Question.”
- ¹⁰ For a copy of the survey questionnaire, contact Mitzi Lewis (mitzi.lewis@mwsu.edu).
- ¹¹ See Appendix 1, Call to Participate in Survey.

¹² The sample size is consistent with the recommendation that grounded theory qualitative studies employ a sample size of 20–30 participants for saturation. See Marshall et al., “Does Sample Size Matter in Qualitative Research?” 20.

¹³ See Appendix 2 for the emailed Call for Interview Participants, and Interview Outline. Data for the present study were collected from interviews conducted as part of a larger study examining the pedagogy of literary journalism instruction and liberal post-secondary education, to be published as Neely and Lewis, “Literary Journalism and the Pedagogy of Liberal Education,” in the forthcoming volume, *The Routledge Companion to American Literary Journalism*, edited by William Dow and Roberta Maguire.

¹⁴ The interview guide was developed as part of the larger study examining the pedagogy of literary journalism instruction and liberal post-secondary education (see note 13). For the present study, participants’ responses to a question on the interview guide regarding the role of writing in literary journalism instruction were probed extensively. Likewise, when participants’ responses to other questions on the interview guide addressed the role of writing in literary journalism instruction, the interviewer probed these individual responses to collect data for the present study. For a copy of the interview guide, contact Jeffrey C. Neely (jneely@ut.edu).

¹⁵ Abrahamson et al., “The Challenges of Writing 101.”

¹⁶ The authors thank David Abrahamson and Kevin Lerner for their assistance and contributions to the project.

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