Mission Statement:
Our mission is to serve as a leading center of Christian thought and action providing an excellent education from a biblical perspective and global context in pivotal professions to equip Christian leaders to change the world.

**COURSE SYLLABUS**

**SCHOOL OF COMMUNICATION & THE ARTS**

**JRN 589 WORKSHOP (ONLINE)**

“WRITING FOR THE WORKPLACE”

**MODULAR COURSE—SPRING SEMESTER 2011**

(TENTATIVE SYLLABUS FOR PRE-SEMESTER REVIEW)

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All students are required to read and have a thorough understanding of the syllabus. Any questions or concerns need to be addressed to the instructor.
**COURSE DESCRIPTION**

**JRN 589: Writing Online and Off** (MAD Modular Course—One Credit Hour)

A one-week, intensive seminar on the advanced techniques of writing methods for effective communication in the workplace, including proposals, letters, blogs, emails, resumes and reports. This one-hour course is open to all students and there is no prerequisite. Note: Internet resources and materials will be used throughout the class for both readings and assignments.

**RATIONALE/COURSE OVERVIEW**

*Preface*

The most important part of this course is you. Your participation, involvement and enthusiasm are vital for a meaningful experience both for you and for others in the class.

As your professor, I want to further your understanding of the whole process of writing. But, more important, I want to help you become a better communicator in all aspects of your life. Your progress and development are my primary concerns. Let me know anytime you feel as though you are confused or do not understand the material. I will be happy to meet with you at your request. Either send me an email or call me at home (757.430.0125).

Please know that I am always eager to help you. I see my role as both a teacher and a facilitator: I am a teacher in sharing with you what I have discovered (the hard way) through the years and I am a facilitator in helping you learn how to learn.

My overall goal for the course is for us to explore, study and talk about the process of writing in a way that allows you to understand the incredible power of communication, especially when it comes to the workplace (email protocol, program proposals, business letters, resumes, etc.)

*Christian principles*

Journalism in its truest form is a ministry of truth-telling. Along with the gospels of Matthew, Mark and John, Luke 1:1-4 provides an example of the great responsibility that journalists and writers have in today’s world: “Many have undertaken to draw up an account of the things that have been fulfilled among us, just as they were handed down to us by those who from the first were eyewitnesses and servants of the word. Therefore, since I myself have carefully investigated everything from the beginning, it seemed good also to me to write an orderly account for you, most excellent Theophilus, so that you may know the certainty of the things you have been taught.”

In addition, we are reminded by St. Paul about our personal and professional responsibility to the Lord: “...I urge you to live a life worthy of the calling you have received. Be completely humble and gentle; be patient, bearing with one another in love. Make every effort to keep the unity of the Spirit through the bond of peace. There is one body and one Spirit – just as you were called to one hope when you were called – one Lord, one faith, one baptism; one God and Father of all, who is over all and through all and in all.” Ephesians 4:1-7
Integration of faith and learning

Education allows us to see more of the great and wonderful world that God has created. Whenever we study any subject, we begin to understand the vast complexities and beauties of creation. The poet John Milton once wrote that the true purpose of learning is to help us see, with greater clarity, the world in all its fullness:

“Therefore nothing can rightly be considered as contributing to our happiness unless it somehow looks both to that everlasting life as well as to our life as citizens of this world. Contemplation is by almost universal consent the only means whereby the mind can set itself free from the support of the body and concentrate its powers for the unbelievable delight of participating in the life of the immortal gods. Yet without learning, the mind is quite sterile and unhappy, and amounts to nothing. For who can rightly observe and consider the ideas of things human and divine, about which he can know almost nothing, unless his spirit has been enriched and cultivated by learning and discipline? So the man who knows nothing of the liberal arts seems to be cut off from all access to the happy life – unless God’s supreme desire was that we should struggle to the heights of knowledge of those things for which he has planted such a burning passion in our minds at birth. He would seem to have acted vainly or malevolently in giving us a spirit capable and insatiably curious of this high wisdom. Scrutinize the face of all the world in whatever way you can. The Builder of this great work has made it for his own glory. The more deeply we search into its marvelous plan, into this vast structure with its magnificent variety – something which only Learning permits us to do – the more we honor its Creator with our admiration and follow him with our praise. In doing so we may be securely confident that we please Him.” — Seventh Prolusion by John Milton (1630)

Learning to communicate more clearly and effectively will help you throughout your career. The better you can express yourself, orally and in writing, the more opportunities you will have in life no matter where the Lord leads you.

**DEPARTMENTAL PROGRAM OUTCOMES**

1. Students will demonstrate the ability to integrate and apply Christian faith with biblical truth and principles to the study and practices of communication within a journalistic context.

2. Students will demonstrate understanding and comprehension of the theory and practice of the evolving field of journalism [and writing in general].


**COURSE OUTCOMES FOR FEATURE WRITING FOR PUBLICATIONS**

1. Students will demonstrate the ability to integrate and apply Christian faith with biblical truth and principles to the study and practices of communication within a journalistic context.
Assessments for achieving this goal: Complete an assignment which examines the tone, approach and content in both Christian and non-Christian writing.

2. Students will demonstrate understanding and comprehension of the theory and practice of the evolving field of journalism [communication].

Assessments for achieving this goal: Complete an assignment which analyzes and identifies the effective elements and characteristics in various types of writing for the workplace.


Assessments for achieving this goal: Complete an assignment which involves the knowledge of current forms of communication through modern technology.

COURSE MATERIALS

No required textbooks; this course will utilize online articles and materials

Suggested textbook:

COURSE REQUIREMENTS AND ASSIGNMENTS

Attendance

Each student is expected to participate in the course by completing the online assignments. Absences, excused or otherwise, do not automatically relieve you from turning in written homework. Clear effort should be made to notify me about any absence in advance as much as possible. Absences for health reasons may require verification of medical attention. Unexcused absences (in the online Discussion Board, for example) will automatically lower your final grade in the class by one level for each occurrence (for example, from an A to an A-). Students are expected to keep up with class content and assignments despite absences. Completing each assignment is your best opportunity to learn because each assignment will build on the previous one.

Writing requirements

You are expected to complete each writing assignment. Failure to turn in any assignment by the scheduled deadline will result in a 0. During the term you may have the opportunity to rewrite some assignments for a possible increase in the grade. Rewrites will not be permitted for any incomplete work or for late papers. In addition, no make-up work will be permitted beyond the deadline for any and all Discussion Boards in Blackboard. If you are given the opportunity to rewrite, the revision must show significant improvement from the original and there must be other changes in the paper than merely correcting errors which have been pointed out by me or
by the Regent University Writing Center. If there is little or no improvement, the grade for the rewrite will not be increased. The grade you receive on the rewrite is the one that will be recorded; however, the rewrite grade never will be lower than the original grade for that particular assignment. Whenever you are given the opportunity to rewrite a paper, the revision is due prior to the beginning of the next class meeting one week later.

**Academic integrity**

The Regent University community of teachers and scholars affirms that the biblical principles of truth and honesty are absolutely essential. Indeed, the Bible contains numerous admonitions against false witness, dishonesty and cheating. Upholding the standard of academic integrity with its reliance on honesty is a responsibility of both faculty and students. Conduct that violates academic integrity includes issues such as:

**Dishonesty**, which is the lack of integrity exhibited through lying, cheating, defrauding or deceiving. Examples of dishonesty include: copying from the research paper of another, allowing one’s own research paper to be copied, reading without the instructor’s consent a copy of the examination prior to the date it is given, submitting the same work product in more than one course without the express permission of the instructor(s); disclosing or accepting information if one takes a test at a different time than other students in the same course; using the same work or article for a class assignment and a professional publication without obtaining the prior permission of the instructor.

**Plagiarism**, which is stealing or using the ideas or writings of another as one’s own. It involves the failure to acknowledge material copied from others or the failure to acknowledge one’s indebtedness to another for the gist of important thoughts in a formal statement, whether written or oral. Charges of violating academic integrity shall be handled according to established student discipline procedures published in the Catalog and the Student Handbook.

**Tutoring**

If you would like additional help in this course, please contact me. I am available by special appointment to work with you on an individual basis to help you correct any difficulties you may be experiencing. Please talk with me whenever you need help, and do not wait until the end of the semester to become concerned about your lack of progress. By this time it may be too late! You also are encouraged to contact the Regent University Writing Center for additional assistance and advice.

**Plagiarism**

Please familiarize yourself with the definition of plagiarism (see the Regent University Student Handbook) as well as the penalties for being found guilty of stealing material from another person. As a journalist, you must know how to document and quote the work of other persons. Make sure that you attribute properly and give credit where credit is due. Penalties for plagiarism can range from failing an assignment to failing an entire course.
Format for all writing assignments

Unless otherwise directed, assignments must be in MS Word, double-spaced with one-inch margins, and in 12-point, Times New Roman type. All papers must be received by the deadline. They should be sent via e-mail as an attachment in MS Word to my e-mail address. Any work that fails to follow proper guidelines in style, format and neatness will be penalized in grading. Please put the name of assignment in the subject line of the e-mail. Also, do not send your completed assignments to the Digital Drop Box. Send them to my Regent e-mail address only and please use your Regent e-mail account/address.

Meeting deadlines

Late assignments are not automatically accepted. If a late assignment is accepted (depending on the circumstances involved), it will be accepted only within 24 hours of the deadline and will be reduced automatically by 10 percent. Except in the most extreme and excused circumstances (i.e., hospitalization, family emergency) assignments will not be accepted later than 48 hours after deadline.

Assignment changes and announcements

Any changes will be announced well in advance in writing either by e-mail or in Blackboard. It is your responsibility to make sure you keep current with any changes or modifications.

Blackboard access and requirements

Please keep in mind that it is your responsibility to access Blackboard on a regular basis and to check all sections: Announcements, Discussion Board, Course Materials, Assignments, Gradebook, etc. Detailed information on each assignment will be posted each day. The requirements for all exercises will be included in Blackboard, especially how to participate in the Discussion Board. Should you have any questions, please contact me by phone or e-mail and I will respond, in most cases, within 24 hours.

Reservation of right to make modifications

The School of Communication and the Arts has attempted to provide information which, at the time of preparation of the syllabus, most accurately describes policies, procedures, regulations and requirements of the school and this course. However, the current syllabus does not define the complete nature or parameters of the course. Please note that the professor reserves the right to add to, cancel, alter or change any statement, requirement, assignment, deadline or element of this course without prior notice.

Circulation and use of student material within the course

Be advised, students will routinely critique each other’s work in course exercises. All work submitted in this course may be circulated and used in course critiques and exercises.
Submission of materials in this course implies the student’s full permission to copy, circulate and use student material in course discussion and exercises.

Course readings

You need to complete all of the assigned readings on the following pages by the beginning of the class period listed on the schedule. Please do not fall behind because it will be difficult to catch up.

E-mail guidelines and etiquette

Please conduct all correspondence using Regent e-mail addresses. Please do not use the Digital Drop Box or the Compose Mail features in Blackboard for assignments. Please send all completed papers via e-mail as an attachment in MS Word. Whenever you send an e-mail to my account, you will receive a confirmation or response usually within 24 hours, except on weekends. Also, make sure you follow proper e-mail etiquette when you write a message or a response. See the following site, which is maintained by the Purdue Online Writing Lab, to learn more: http://owl.english.purdue.edu/handouts/pw/p_emailett.html

Discussions with professor

Please let me know whenever you would like to meet with me. I am available during office hours, by special appointment and by phone at the office or at home. I want to help you do your best so please talk with me about your ideas and concerns.

Instructor’s qualifications

My primary objective in this course is to help you. I want to share with you what I have learned through the years about writing. I have a B.S. in Journalism from Kent State University, and an M.A. and Ph.D. in Rhetoric/Composition and Literature from University of Miami. In addition, you may wish to look at some of the following things that I have done during the past couple of years.

May 2007 to Present:

March 2006 to Present:

Fall 2009:
Rising from the Ruins: Roman Antiquities in Neoclassic Literature, book by Cambridge Scholars Press.
Summer 2009:

August 2009:

June/July 2009:
“U.S. journalists shouldn't be silent,” column, *Quill*, Volume 97, Number 5.

May 2009:
“The world’s most isolated country,” column, *Quill*, Volume 97, Number 4.

April 2009:

April 2009:

April 2009:

March 2009:
“Italian job: Getting work as a reporter is no easy assignment,” column, *Quill*, Volume 97, Number 2.

January 2009:
“Time to stop talking, start doing,” column, *Quill*, Volume 97, Number 1.

December 2008:

November 2008:

September 2008:

August 2008:
“Global: Here or there, media training is everywhere,” column, *Quill*, Volume 96, Number 7.

July 2008:


June 2008:
“Foreign journalists take international awards,” column, Quill, Volume 96, Number 5.

April 2008:
“Hard road ahead for media in Paraguay,” column, Quill, Volume 96, Number 3.

March 2008:

March 2008:
“What we can do to change a county,” column, Quill, Volume 96, Number 2.

March 2008:
“Expanding the panorama: Using education and communication to connect learning and living,” juried article in Proceedings of the Sixth Annual Worldwide Forum on Education and Culture, Rome, Italy.

January/February 2008:
“Keep an eye on the world with these reliable sites,” column, Quill, Volume 96, Number 1.

January 2008:

January 2008:

December 2007:

November 2007:
“Nepal improving but still bears watching,” column, Quill, Volume 95, Number 8.

September 2007:
“Staying the course in cyberspace,” column, Quill, Volume 95, Number 7.
August 2007:
“Columbian journalists unite: form federation,” column, Quill, Volume 95, Number 6.

July 2007:
“Thai leadership keeps hold over journalists,” column, Quill, Volume 95, Number 5.

EVALUATION AND GRADING

Grade percentages

Student grades will be evaluated on the following weighted criteria (approximate values):

- 10% Writing an effective business letter
- 10% Writing an effective resume
- 10%
- 50% for various papers and assignments

Assignment grading

Unless otherwise specified as “pass-fail,” all assignments will be graded according to the following percentages:

- A = 96-100
- A- = 93-95
- B+ = 90-92
- B = 85-89
- B- = 81-84
- C+ = 78-80
- C = 75-77
- F = 74-below

Incomplete grades

Students desiring an incomplete must submit their request to the course instructor and academic dean prior to the end of the term. An incomplete grade will be given in a regular course only for legitimate deficiencies due to illness, emergencies or extraordinary reasons acceptable to the professor, including equipment breakdown or shortages, and not because of neglect on the student’s part. Incompletes require the final approval of the school dean or his/her authorized representative. A regular grade will be given by the instructor if all requirements for the course are submitted by the end of the following academic term. The instructor will submit the new grade to the Register’s Office no later than two weeks after the beginning of the subsequent term. If all work is not submitted by the end of the term following the granting of the incomplete, a grade of FX (NP for pass/fail courses) will be posted automatically unless a Request for Extension of Incomplete has been approved and submitted to the Registrar’s Office. The FX shall be counted as an F in the computation of the GPA. Any student desiring reinstatement to
the course after an FX or NP has been posted must register for the course in a subsequent term and, in addition, pay the full current tuition for the course.

**COURSE SCHEDULE**

**Day One – Setting the proper tone in our writing**
- Learning how to be positive and avoid the bad news
- Blackboard Discussion on crafting an effective business letter (10%)
- Writing a letter to a corporate CEO (10%)
- Internet readings TBA

**Day Two – Designing a resume that will sell you and get you in the door**
- Blackboard Discussion on improving a weak resume (10%)
- Making sure your portfolio resume is in order (10%)
- Internet readings TBA

**Day Three – Using proper email protocol for the workplace; no more LOL**
- Blackboard Discussion on what emails say about you (10%)
- Writing an effective email that will get you noticed – in a good way (10%)
- Internet readings TBA

**Day Four – Proposing new ideas and programs that will take you to the top**
- Blackboard Discussion on how to present your creative thoughts (10%)
- Designing your proposal to be noticed and considered (10%)
- Internet readings TBA

**Day Five – Understanding the differences between what you say and what you write**
- Blackboard Discussion about the pros and cons of differences in communication (10%)
- Writing a paper on the 10 most important tips of writing for the workplace (10%)
- Internet readings TBA

**UNIVERSITY POLICIES AND RESOURCES**

Please review the following links for important information on university policies:

- [Academic Calendar/Registrar Information](#)
- [Bookstore](#)
- [Honor/Plagiarism Policy](#)
- [Regent Library](#)
- [Student Services](#) (includes links to student handbook, disability services, University calendar, University Writing Center, etc.)
- [Technical Support – University Helpdesk](#)
- Grading Policies (incompletes, extensions, IPs, etc.) are set forth in this syllabus as well as in the [Regent Student Handbook](#).
• The Writing Center at Regent University for both online and on-campus students

• Student Course Evaluations must be completed by each person enrolled in a course. Please make sure you take advantage of this opportunity to give us valuable feedback about your experience during the term. University policy requires that “all students submit a formal student evaluation of teaching form at the end of the academic term. This mandatory requirement must be completed before students will be able to access their final course grade.”

• Disability Statement – the student is responsible for contacting the assistant director of Student Services at 757.352.4486 to request accommodations, provide necessary documentation, and make arrangement with each instructor. The following website is designed to help our disabled students learn of their rights and responsibilities with regard to disability services. The site also has resources for faculty to become better informed of their responsibilities toward the disabled students in their classes.

www.regent.edu/admin/stusrv/student_life/disabilities.cfm

• Once you have read this syllabus, please indicate that you are familiar with and understand all of the course guidelines and policies by initialing here ________.

For those of you in online sections, please cut and paste this section into an email and send it to me using your Regent email account.

Special needs

The classroom is similar to a community or a family; each one of us is different, yet we function together as a group. We all need to learn from and encourage one another. It is important to remember that each person has individual strengths and weaknesses; however, by working together we become a complete community. Learning and living are corporate, shared responsibilities.

Keep in mind what George Washington Carver once said: “How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving, and tolerant of the weak and strong. Because some day in life you will have been all these.”

No matter what we do, where we go or how we think, we are all brothers and sisters as we travel through this journey of life. Treat everyone in a way that shows respect, concern and compassion.

Regent University's policy on accessibility

The policy and intent of Regent University is to fully and completely comply with the Americans with Disabilities Act of 1990 (ADA) and the Rehabilitation Act of 1973, to the extent that they apply to the university.

Regent University will not discriminate against qualified student, faculty or staff members with a disability in any academic or employment activity, including examinations, student oriented services, recruitment, hiring, promotion, training, lay-off, pay, firing, job assignments, leave, benefits, or any other employment related activity.
Regent University will provide reasonable accommodation to the known physical and mental limitations of a qualified individual with a disability, unless to do so would impose an undue hardship on the operation of the university (42 USC 12102 et seq.). It is also the policy and intent of Regent University to comply with the Virginians with Disabilities Act (VA Code Sec. 51.5.5-41). See http://www.regent.edu/admin/stusrv/student_life/disabilities/policy.cfm.

Last Updated: 11/19/2010

At times, due to unforeseen circumstances, course content may be subject to change. Please check with your professor to insure you have the most recently updated Syllabus for this course.

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