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 634
JOURNALISM AS LITERATURE
SPRING SEMESTER 2011
ONLINE
(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 634: Journalism as Literature (3 credits)
A comprehensive study of engaging works of journalism that deserve to be classified as literature because they contain all of the same elements (plot, theme, characterization, setting, tension and narrative techniques) found in the genres of fiction and drama. The course will examine literary criticism from Aristotle to the present to establish a list of criteria for evaluating journalistic prose as literature. Stories by journalists during the past two centuries will be examined, including Dickens, Twain, Crane, Churchill, London, Steinbeck, Orwell, Dos Passos, Parker, Hemingway, Pyle, Mailer, Vidal, Bragg, Moehringer and other Pulitzer Prize laureates.

**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 literature and writing. But, more important, I want to help you become a better person and journalist. 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 during my office hours or by appointment at your convenience.

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 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 responsibility and power you possess as a journalist and writer. The public is expecting you to be their eyes and ears in a complex society; you must always remember to treat this trust with care, integrity and sensitivity.

*Introduction*

The primary focus of this course is to help you develop and write in a way that will capture the hearts and minds of readers in the same way as great literature. Be advised, though, that no course, book, or professor can give you a complete step-by-step formula on how to become a successful writer. The total process involves years of study, both on your own and in courses such as this one.

Becoming a writer is difficult; you will be successful only if you persevere and learn from your mistakes. Never allow yourself to become discouraged by any criticism of your work. Listen carefully to such comments, and accept those suggestions that seem most valid. Discipline yourself to write on a daily basis. It is extremely important that you set aside at least half an hour to an hour each day and use that time to work on a poem, play, short story, part of a novel, or even to write in a journal. Do not wait until you feel inspired to write something down. Remember that writers can only be writers if they write.
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 Proleusion by John Milton (1630)

In studying journalism, for example, we create a framework for telling the truth as well as presenting facts clearly and honestly.
**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 journalism context.

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

3. Students will demonstrate practical applications of 21st century journalistic skills within the global marketplace.

**Course Outcomes for Journalism as Literature**

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 journalism context.

   *Assessments for achieving this goal:* writing a successful paper comparing various writings between Christians and those that are not; completing an assignment on analyzing content in both Christian and non-Christian literature.

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

   *Assessments for achieving this goal:* writing a comparative paper on the implementation of effective communication from a work of journalistic literature during the past 100 years; giving a class presentation on the theoretical elements involved in assessing the literary merits of a piece of journalistic prose.

*Other course objectives*

**Knowledge**

- To gain a basic understanding of the characteristics of outstanding journalism as it is found in print publications.
- To gain an awareness of the major masterpieces of journalism and their influences.
- To gain an understanding of the paradigm shifts that have taken place in journalism both recently and in the past.

**Skills and Abilities**

- To be able to understand and evaluate a work of journalistic literature by using various criteria.
- To be able to identify and explain the complexity of literary elements – such as theme, symbolism, plot, tone, setting, etc. – that are at work in a piece of literature and how these elements influence a reader.
- To be able to recognize the historical characteristics in a work of journalistic literature that pertain to a specific literary period.

**Attitudes and Values**

- To develop a greater awareness, appreciation and understanding of outstanding journalism from the mid-1800s to the present.
To develop the awareness that works of journalism are not static; rather, that they change periodically with the time and with cultural attitudes.

To develop the awareness of the influence that various writers and works have had on society throughout the ages, including our own.

COURSE MATERIALS

Required textbooks


COURSE REQUIREMENTS AND ASSIGNMENTS

Attendance

Each student must attend and participate in all class sessions whether on campus or online. 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 of the class. Absences for health reasons will require verification of medical attention. Unexcused absences 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. Participating in each class is your best opportunity to learn. When you are absent you miss critical discussions and explorations. In addition to lowering your class participation grade, not being present will affect how you perform on your assignments.

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

Journalism is a deadline-driven discipline. 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 24 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 every week. The requirements for all exercises will be included in Blackboard, especially how to participate in the regular 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.

Journalists and writers as mirrors

Being a journalist and a writer will allow you to see and experience the many facets of our world. As such, you are recording today’s events that will become tomorrow’s history. You have a duty to reflect the diversity of cultures, races and religions that are found throughout the earth.

Henri Nouwen once wrote that the world is a giant mosaic of people, each of whom shines a little differently. Allow the light of their beauty and individuality to shine through in all of your stories and writing.

“Community is like a large mosaic. Each little piece seems so insignificant. One piece is bright red, another cold blue or dull green, another warm purple, another sharp yellow, another shining gold. Some look precious, others ordinary. Some look valuable, others worthless. Some look gaudy, others delicate. As individual stones, we can do little with them except compare them and judge their beauty and value. When, however, all these little stones are brought together in one big mosaic portraying the face of Christ, who would ever question the importance of any one of them? If one of them, even the least spectacular one, is missing, the face is incomplete.

“Together in the one mosaic, each little stone is indispensable and makes a unique contribution to the glory of God. That’s community, a fellowship of little people who together make God visible in the world.” – Henri Nouwen from Can You Drink the Cup?

A writer’s purpose

In my opinion, one of the greatest writers of the past century is Isaac B. Singer, who won the 1978 Nobel Prize in Literature. I had the honor of studying with Mr. Singer when I was a graduate student at the University of Miami in Florida. Read what Mr. Singer said in his Nobel Lecture Banquet Speech (Dec. 8, 1978) about the purpose of a writer:
“The storyteller and poet of our time, as in any other time, must be an entertainer of the spirit in the full sense of the word, not just a preacher of social or political ideals. There is no paradise for bored readers and no excuse for tedious literature that does not intrigue the reader, uplift him, give him the joy and the escape that true art always grants. Nevertheless, it is also true that the serious writer of our time must be deeply concerned about the problems of his generation. He cannot but see that the power of religion, especially belief in revelation, is weaker today than it was in any other epoch in human history. More and more children grow up without faith in God, without belief in reward and punishment, in the immortality of the soul and even in the validity of ethics. The genuine writer cannot ignore the fact that the family is losing its spiritual foundation. All the dismal prophecies of Oswald Spengler have become realities since the Second World War. No technological achievements can mitigate the disappointment of modern man, his loneliness, his feeling of inferiority, and his fear of war, revolution and terror. Not only has our generation lost faith in Providence but also in man himself, in his institutions and often in those who are nearest to him.

“In their despair a number of those who no longer have confidence in the leadership of our society look up to the writer, the master of words. They hope against hope that the man of talent and sensitivity can perhaps rescue civilization. Maybe there is a spark of the prophet in the artist after all.

“As the son of a people who received the worst blows that human madness can inflict, I must brood about the forthcoming dangers. I have many times resigned myself to never finding a true way out. But a new hope always emerges telling me that it is not yet too late for all of us to take stock and make a decision. I was brought up to believe in free will. Although I came to doubt all revelation, I can never accept the idea that the Universe is a physical or chemical accident, a result of blind evolution. Even though I learned to recognize the lies, the clichés and the idolatries of the human mind, I still cling to some truths which I think all of us might accept some day. There must be a way for man to attain all possible pleasures, all the powers and knowledge that nature can grant him, and still serve God - a God who speaks in deeds, not in words, and whose vocabulary is the Cosmos.

“I am not ashamed to admit that I belong to those who fantasize that literature is capable of bringing new horizons and new perspectives - philosophical, religious, aesthetical and even social. In the history of old Jewish literature there was never any basic difference between the poet and the prophet. Our ancient poetry often became law and a way of life.”

_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 (News-Editorial) from Kent State University, and an M.A. and Ph.D. in Writing and Literature from University of Miami. In addition, you may wish to look at some of the following things that I have done through the years.

May 2007 to Present:
March 2006 to Present:

Fall 2009:

Summer 2009:

August 2009:
“J-council helps profession worldwide,” column, Quill, Volume 97, Number 6.

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:
“Recognizing World Press Freedom,” column, Quill, Volume 97, Number 3.

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:
“The story tourists never see in Tunisia,” column, Quill, Volume 96, Number 10.

November 2008:
“Fight for free press,” column, Quill, Volume 96, Number 9.
September 2008:

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

July 2008:
“Inspiration from abroad,” column, Quill, Volume 96, Number 6.


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:
“Communicating the Critical Concept of Higher Education,” juried article in *The Romanian Journal of Communication and Public Relations*, University of Bucharest, School of Journalism and Mass Communication Studies.

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.

May 2007:
“Global: Whims often lead to Syrian journalists’ woes,” column, Quill, Volume 95, Number 4.

April 2007:
“Gambia one of the toughest countries for journalists,” column, Quill, Volume 95, Number 3.

March 2007:
“Sri Lanka: ‘A Land Like No Other,” column, Quill, Volume 95, Number 2.

February 2007:
“Turkish Code Opposed by Media Groups,” column, Quill, Volume 95, Number 1.

December 2006:
“Singapore Laws Make Life Tough for Journalists,” column, Quill, Volume 94, Number 9.

October 2006:
“‘Horn of Africa’ world’s leading jailer of journalists,” column, Quill, Volume 94, Number 8.

September 2006:
“Journalists find little protection in Brazil,” column, Quill, Volume 94, Number 7.

August 2006:

Summer 2006:
“The Future of the Liberal Arts in a Technological Age,” essay in Transformations, online journal published by the Associated Colleges of the South.

June/July 2006:
"Events belie Russian efforts to better image," column, Quill, Volume 94, Number 5.
May 2006:
“Presidential election has media hopping in Mexico,” column, Quill, Volume 94, Number 4.

March 2006:

March 2006:
“Peru becoming a hostile ground for journalists” and “Burma among most oppressive for journalists,” columns, Quill, Volume 94, Number 2.

February 2006:
“The Seven Laws of Teaching,” essay in eNews online journal, The Center for Teaching and Learning, Regent University.

January 2006:
“Fallen Journalists Remembered for Service,” column, Quill, Volume 94, Number 1.

December 2005:

October 2005:
“Media must work to ensure fair coverage,” column, Quill, Volume 93, Number 9.

August 2005:
“Philippines Loses Another Broadcast Journalist,” column, Quill, Volume 93, Number 8.

April 2005:
“The Last Straw,” editorial, CBN News online.

February 2004:
“Other Voices: ‘Amish in the City’? What’s Next?” editorial in Daily Press.

April 2004:
“Too Many Questions to tell the Truth,” editorial, CBN News online.

June 2004:
“Celebrating ‘One Nation, Under God,’” editorial, CBN News online.

July 2004:
“Tragedy in Sudan,” editorial, CBN News online.

December 2003:
“Debate over Muslim head scarf could affect U.S. customs,” op-ed, Virginian-Pilot.
Evaluation and Grading

Grade percentages

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

35% for attendance, active participation and Discussion Board
65% for various papers, projects and exercises

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

(Tentative class schedule)

Week 1 – What is literature?
Course introduction
Assign reading: TBA
Lesson objective: To understand the many differences and similarities between journalism and literature

Week 2 – The power of literature
Discussion board
Assign paper on DeQuincey essay
Assign reading: Lewis. 1-82
Lesson objective: To understand how there is a difference between writing that has power (emotion) and writing that merely informs

Week 3 – The classic elements of literature
Discussion board
Lesson objective: To point out that many of the elements found in classic literature are also contained in works of journalism

Week 4 – Studying the best writers
Discussion board
Assign paper on contemporary feature writer
Lesson objective: To explore the life and work of a particular author who is considered both a journalist and a literary master

Week 5 – Establishing the criteria for evaluating literature
Discussion board
Lesson objective: To delineate the criteria for “literary” news articles and apply these guidelines to contemporary writers

Week 6 – The elements of effective literary writing
Discussion board
Assign reading: Lewis, 83-166
Assign paper on characteristics of literature
Lesson Objective: To explore the life and writing of a current writer or reporter and to explain what makes her or his writing effective

Week 7 – Assign midterm exam paper
Lesson objective: To be able to articulate and explain clearly what is meant by the term “journalism as literature”

Week 8 – Examining the writing styles of various journalists
Discussion board
Lesson objective: To be able to identify, explain and analyze the styles of writing and approaches used by different journalists
Week 9 – Identifying contemporary works that will be tomorrow’s literature
Discussion board
Assign paper on predicting the literature of the future

**Lesson objective:** To learn what is important in labeling a piece as literature and how to know which articles in today’s newspapers will stand the test of time to be considered great

Week 10 – Examining journals of the past
Discussion board
Assign reading: Lewis, 226-276

**Lesson objective:** To give students a chance to examine various journals of the past, including that of Columbus and Lewis and Clark.

Week 11 – Writing a literary feature story
Discussion board
Assign reading: Lewis, 277-324
Assign feature story on contemporary subject

**Lesson objective:** To enable students to use what they have learned during the course by writing their own “literary” story

Week 12 – Analyzing the “new journalism”
Discussion board
Assign reading: TBA

**Lesson objective:** To allow students an opportunity to experiment with different styles of writing (i.e., first person vs. third person, narrative, omniscient vs. limited omniscient) and modes of expression

Week 13 – Revising your work
Discussion board
Assign reading: Lewis, 370-540
Assign paper: TBA

**Lesson objective:** To emphasize the importance of revising and rewriting – the process where 50 to 75 percent of the real work is done

Week 14 – Reviewing the elements of classic writing in literature and journalism
Discussion board
Assign reading: TBA

**Lesson objective:** To review all material examined throughout the semester to see that the student has mastered the complex principles of journalism as a literary genre

Week 15 – Assign final exam writing

**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](http://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.