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 AND THE ARTS
DEPARTMENT OF STRATEGIC COMMUNICATION AND JOURNALISM

JOURNALISM 615 MAD
EDITORIALS, COLUMNS AND ESSAYS
ONLINE – SPRING SEMESTER 2013
(EACH CLASS BEGINS ON MONDAY AT 9 A.M.)

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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 615 (MAD): Editorials, Columns and Essays (2 credits)*

Acquaints students with the area of personal journalism, i.e., those forms of journalism that serve as forums for the expression of opinion and personal views. The course will examine the style and tone of editorials, columns and essays, giving special attention to some of the nation’s leading journalists and publications. The course is intended to help the student marshal ideas and write compelling pieces for publication. (This two-credit course will be conducted during the first 10 weeks of the semester.)

**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 editorial 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. You may also call me at home if you wish.

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 editorials, column and essays. 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 Prologue 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 AND GOALS FOR THE COURSE

1. Students will explore the integration of biblically based content and the development of their worldview as it pertains to and implicates their professional journalistic skills, practices and leadership within their communities.

Assessments for achieving this goal: Completing an assignment on analyzing content in both Christian and non-Christian publications.

2. Students will explore the emerging theory, skills and practices of journalism as it pertains to all areas of media and society, with a full comprehension of the changing forces that influence journalistic media standards and practices.

Assessments for achieving this goal: Being published by at least three professional publications (i.e., online, print, broadcast).

3. Students will explore the interactive nature of the Internet as it pertains to professional journalistic practices and the journalism media industry, particularly as it intersects with the impact on local and global media communications and community.

Assessments for achieving this goal: Completing an assignment that allows students to understand and examine the different ways and forms of telling stories via new media.

COURSE MATERIALS

Required textbooks


COURSE REQUIREMENTS AND ASSIGNMENTS

Attendance

Each student must participate in all class sessions. Clear effort should be made to notify me about any significant absence, especially in the Discussion Board, of more than five days. Absences for health reasons will require written verification of medical attention. Unexcused absences and/or tardiness will lower your final grade in the class automatically 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 active will impact how you perform on your assignments.

Writing requirements
You are expected to complete each one of the assignments. Failure to turn in any work by the scheduled deadline will result in a 0 and you will not be allowed to complete a make-up assignment if one is offered. During the term you will have the opportunity to rewrite your articles stories for a possible increase in the grade. Rewrites will not be permitted, however, for any incomplete work or for late papers. 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 final rewrite is the one that will be recorded. The rewrite grade never will be lower than the original grade for that particular assignment; I am taking this approach to encourage you to keep polishing everything you write. Each completed assignment will be returned to you by the following class as long as it is turned in on time. Whenever you are given the opportunity to rewrite a paper, the revision is due within the next seven days. You will be required to rewrite each article at least twice after I have reviewed it. Beyond the two rewrites, you may continue to rework the story as many times as you wish. You are strongly encouraged to take the advice of James A. Michener who said he rewrote his epic novel Hawaii six to seven times! I will be happy to go through and grade as many drafts you write. I believe that rewriting is the essence of great writing.

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.

**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 email 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 email 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.

*Email guidelines and etiquette*

I ask that you conduct all correspondence with me using Regent e-mail addresses. Please,
however, use the Digital Drop Box under Blackboard Assignments for homework. 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.”

**EVALUATION AND GrADING**

*Grade percentages*

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

- **40%** for attendance, active participation and Discussion Board
- **60%** for writing combined 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**

*(Semester overview only and subject to change prior to the official beginning of the semester)*
Week 1

Reading: Please click on the following link and read about the three primary elements of rhetoric (logos, ethos and pathos): [http://courses.durhamtech.edu/perkins/aris.html](http://courses.durhamtech.edu/perkins/aris.html). These were developed by Aristotle more than 2,000 years ago and are the basis of all good communication today.

Writing: Please write a four-page paper (double-spaced) analyzing Gene Patterson's column "A Flower for the Graves." You will find a link to the column on the Course Materials page or the full article in America's Best Newspaper Writing on pages 285-286. In your paper, please assess Patterson's use of logos, ethos and pathos. Make sure you cite appropriate passages and use clear, detailed examples. This paper will be worth five percent of your grade for the semester and will be due by the next class. Let me know if you have any questions or need additional information. Please send the completed paper to me as an attachment to my Regent email account.

In addition, there is a Discussion Board question worth five percent.

Week 2

Reading: In addition to studying the column on the Course Materials page, please read Chapters 1-2 in On Writing Well by William Zinsser. As you examine these pages, please keep a list of "writing tips" (things you want to remember about writing) that you can add to week after week. You will be using this list in your assignments for Week 3.

Writing: Please write a column on a topic of your choice. The column should be between 800 and 900 words. Do your best work because we will use this draft of your column in next week's class. You will be receiving comments from both me and your classmates; then you will have a chance to revise your column to make it more effective. I am looking forward to reading some great columns! May the Lord inspire and bless you as you write. Remember to send me your column by the next class.

In addition, there is a Discussion Board question worth five percent.

Week 3

Reading: Next week’s assignment is to read Chapters 1-7 in On Writing Well by William Zinsser and to compile a list of top 10 tips for editorial writing.

Writing: Once you have completed your list (based on the readings), apply each one of these tips to the column “About New York” by Meyer Berger, which is found on pages 281-282 in America’s Best Newspaper Writing. Please read the brief bio on Berger on pages 280-281; this information will give you a better perspective of the author and his work.

You are to write a four page paper (double-spaced) demonstrating how the 10 tips you gleaned from On Writing Well play out in Berger’s column. For example, let’s say one of the tips I have
on my list is from page 6 in On Writing Well. Zinsser says that “the secret of good writing is to strip every sentence to its cleanest components. Every word that serves no function, every long word that could be a short word, every adverb that carries the same meaning that's already in the verb, every passive construction that leaves the reader unsure of who is doing what—these are the thousand and one adulterants that weaken the strength of a sentence. And they usually occur, ironically, in proportion to education and rank.” Berger’s essay follows this advice perfectly. He uses words sparingly, wisely. The sentences are clear and succinct; there is nothing to distract the reader from the description at hand. In the second paragraph, Berger portrays the man in simple, yet effective, terms: “The old man was blind. His clothes were shabby. His sunken cheeks were stubble-covered. He tried to sit on the elevator floor as it lifted to the second floor.” The staccato-like effect of each sentence emphasizes how this man looks and acts. Berger is adding more detail (and deeper levels of meaning) with every phrase. As a result, readers come to know the main character intimately, almost as if they saw him walking down the street.

Please let me know if you have any questions. I am always eager to help you. Send your paper to me by the next class. This assignment is worth five percent of your grade for the semester.

In addition, there is a Discussion Board question worth five percent.

Week 4

Reading: There are no additional reading assignments for this week.

Writing: Please complete the final copy of your column by the next class. As you revise, think about all of the comments made in the Discussion Board during the past week. Consider both positive and negative remarks. Keep in mind that the feedback posted in Blackboard is meant to help you, not hurt you. The primary purpose is to make each other better and more effective writers. Your revised column will be worth 10 percent of your final grade for the semester and your critique in Blackboard for this week will be worth five percent of your grade. Keep up the great work!

In addition, there is a Discussion Board question worth five percent.

Week 5

Reading: There are no additional reading assignments for Week 5.

Writing: Please write a four- to five-page paper (double-spaced) on one of your favorite editorial writers. You may choose any person (past or present) you wish, as long as you select an editorial writer: one who writes editorials, columns or essays. In your paper, give some brief biographical information on the person's background and accomplishments. Use the majority of the paper, however, to explain why you respect and admire this writer. In other words, tell what it is about this author that makes her or his work unique and interesting? Make sure you cite specific examples and passages that demonstrate your points. This exercise is worth five percent of your semester grade. Please send your paper to me by the next class. I will be praying for you as you
complete this assignment. Have fun and search the Internet for good examples from great writers.

In addition, there is a Discussion Board question worth five percent.

Week 6

Reading: Please read this article on composing an argument:
http://www.unc.edu/depts/wcweb/handouts/argument.html
This piece explains more of the strategies that must be employed in an effective argument, such as an editorial.

Writing: Your assignment is to find and analyze a good editorial. Here is a wonderful link to newspapers all over the nation: http://newslink.org/daynews.html. Check out the editorials in any paper you wish. On most newspaper websites, you can find the editorials by clicking on the button labeled "opinion" or "viewpoints." Once you find a solid editorial (not a column), make a copy of it and then write a five-page paper (double-spaced) about why it is good. Please be specific and cite passages to support your argument. Remember to use what you know about pathos, ethos and logos, in addition to what you learn by reading the article mentioned above. Send your paper (worth five percent of your semester grade) to me by the next class.

In addition, there is a Discussion Board question worth five percent.

Week 7

Reading: Please click on the following links and read more about writing an effective editorial:
http://www.genesco.edu/~bennett/EdWrite.htm
http://www.aynrand.org/site/News2?page=NewsArticle&id=11069

Writing: Please write an editorial on a topic of your choice. You may write about anything you wish, but choose a topic that is manageable and reasonable. Large national or international issues may be too sprawling for you to handle in an editorial of less than 1,000 words. Whatever you do, make sure you research your topic so you know all of the issues on both sides of the fence, so to speak. Remember, you must debate the subject as a scholar and an expert. Once you have an idea for an editorial, please pitch the subject to me – just as you would do to an editor. Tell me why you want to write about the topic and what you are going to say. Make your points as convincing and compelling as possible.

Please send your proposal to me early in the course week. I will respond promptly and let you know about your topic. Then you can begin writing. The final copy will be due in two weeks. Please let me know if you have any questions. Make sure that you devote sufficient time to revising your editorial. James Michener said he had to revise his epic novel Hawaii six to seven times! As students of writing, can we do any less? The final copy of your editorial is worth 10 percent of your semester grade.

In addition, there is a Discussion Board question worth five percent.
**Week 8**

Reading: Please read Chapters 20-25 in *On Writing Well* by William Zinsser. These chapters will help you discover your individual voice in writing as well as help you be more effective in reaching readers.

Writing: Please go to this link to read a journalistic essay: [http://journalism.nyu.edu/pubzone/debate/forum.1.essay.gregorian.html](http://journalism.nyu.edu/pubzone/debate/forum.1.essay.gregorian.html)

Once you have read the essay and feel comfortable with it, then write a four- to five-page paper (double-spaced) on how an essay, in particular this one, is radically different from a column or an editorial. Please be specific and cite examples to prove your points. Send your paper to me by the next class. This assignment is worth five percent of your grade for the semester.

In addition, there is a Discussion Board question worth five percent.

**Week 9**

For this week, you have a wonderful opportunity to learn more about essays. When you hear the word essay, I am sure many of you think about those old, stuffy treatises that were written a hundred years ago or more. The contemporary journalistic essay, however, is quite different: it is vibrant, colorful, descriptive and entertaining. Examples of some great contemporary essayists are Joan Didion, Hunter S. Thompson, Truman Capote, Norman Mailer, Tom Wolfe, Annie Dillard, George Plimpton, Joyce Carol Oates, John Updike, Toni Morrison, Maya Angelou and so on. Many of the works by these authors are not available online. Why? Because they are copyrighted and not yet in the public domain.

I did manage to find one very poignant contemporary essay by Tom Wolfe. He wrote a piece for The Wall Street Journal on the death of “gonzo” journalist Hunter S. Thompson. Here is a link to the article: [http://www.opinionjournal.com/forms/printThis.html?id=110006325](http://www.opinionjournal.com/forms/printThis.html?id=110006325). I think you will find it a “good read” even though it is an obit of a wonderful writer.

After you have read this short essay, and done some additional reading on the works of at least one or two other contemporary essayists, please think about the kind of essay you would like to write. You may choose any topic you wish. Subjects that lend themselves naturally to excellent essays are those that deal with a person, a place or a controversial issue at hand.

Your assignment for next week is to do the following (worth five percent of your semester grade):

1. Write a one-paragraph proposal of what you are going to write about and why (250 words or less). Please be specific.
2. Write a complete, detailed sentence outline for your essay.

While these two items may not seem like much, you will have to spend considerable time choosing a subject, thinking about your approach and then drafting a full sentence outline. All of
these things take hours. There is no Discussion Board and nothing else is posted on the Assignments page.

Week 10

All final work and revisions due for the last class.

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](http://www.regent.edu/admin/stusrv/student_life/disabilities/policy.cfm).

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*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.*