GEORGIA SOUTHERN UNIVERSITY
FIRST YEAR EXPERIENCE

FYE 1220 JU – 85455
Reddit for Credit
Fall 2014
MW 2:30 – 3:45
Carroll 2268

Dr. Joe Pellegrino
Newton 3302C
TR 8:00-10:45; 2:00-3:15
912.478.0897
jpellegrino@georgiasouthern.edu

COURSE DESCRIPTION
Thematic seminar designed to promote information literacy skills and support students’ cognitive and affective integration into the University community. Required during the first semester for all students new to the University (except for transfer students with 30 hours or more); students may not withdraw.

This seminar will explore the functions, roles, and sense of self definitions of web-based hybrid communities which incorporate elements of social media and link-sharing. While the most obvious of these is reddit, we will also look at other forms of online communities, based on shared interests, nationalities, age, ethnicities, gender, and special interests. Connections between online personae and the self IRL, and how those vary from community to community, will also be addressed. Your work for the class will include becoming an active member of at least one online community.

FYE STUDENT LEARNING OUTCOMES
Students in FYE 1220 will:
1. Critically evaluate print and electronic information for its currency, relevancy, authority, accuracy and purpose.
2. Explain the academic integrity provisions of the Student Conduct Code and consider their own ethical responsibilities within and beyond the university community.
3. Examine what they value, set goals for college aligned with those values, and make concrete plans for achieving their goals. In order to achieve this larger outcome, students will:
   a. Describe why they are in college and what they think college will be like, and compare these things to the expectations of the university community.
   b. Explain behaviors that influence their academic and personal success.
   c. Describe expectations of their degree program and develop a realistic plan for achieving their academic goals.
   d. Examine challenges to achieving their goals (management of time, finances and other circumstances) and develop a plan to overcome personal challenges.
4. Locate Georgia Southern resources and services necessary for their academic and personal success.

IMPORTANT DATES
Drop/Add Period: August 22-25, 2011

TEXTS
Portable document files provided by instructor. Available in the course Folio site.

CLASS POLICIES
Writing Competency
If you need additional work on the surface features of your writing I will require you to schedule sessions at the Writing Center in order to pass the course.

Academic Honesty
I expect that you will conduct yourself within the guidelines of the Honor System. All academic work should be completed with the high level of honesty and integrity that this University demands.

I do not tolerate academic dishonesty. Beyond the moral implications, I find it insulting. It will result in an F in the course and possibly further sanctions. Plagiarism is presenting someone else’s work as your own without giving them credit. “Someone else” is defined as anyone other than you: another student, a friend, relative, a source on the Internet, articles or books. And
“work” is defined as ideas as well as language. So taking someone else’s ideas and putting them in your own words – or using someone else’s words to express your ideas – is plagiarism. And, in the case of friends and family, it doesn’t matter if they give you permission.

A note about group work: I encourage you to read and discuss these texts together outside of class. It is, in fact, the core of our endeavor, to hone our own ideas on these texts through discussions with others. You should also discuss your responses to the class itself, as hearing a number of ideas will help you create your own. However, this does not mean that you should write your work as a group. While discussion is obviously a group activity, writing is a solitary one, and should be treated as such. Any attempt to subvert this will be an instance of academic dishonesty.

If you submit work for another classmate who is not present at that particular class period, please notify me, preferably by noting that fact in writing on the work itself. Failure to do so is an act of academic dishonesty, and will be treated as such.

Here is how the University defines Academic Dishonesty (from the Student Code of Conduct):

**CHEATING**
A. submitting material that is not yours as part of your course performance;
B. using information or devices that are not allowed by the faculty;
C. obtaining and/or using unauthorized materials;
D. fabricating information, research, and/or results;
E. violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation;
F. collaborating with others on assignments without the faculty’s consent;
G. cooperating with and/or helping another student to cheat;
H. demonstrating any other forms of dishonest behavior.

**PLAGIARISM**
A. directly quoting the words of others without using quotation marks or indented format to identify them;
B. using sources of information (published or unpublished) without identifying them;
C. paraphrasing materials or ideas without identifying the source;
D. unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

Should you wish to pursue a case of academic dishonesty through the Office of Student Judicial Affairs, I will speak at your hearing and send a copy of this syllabus along with the documents in question to the Hearing Officer, so a plea of ignorance or non-malicious intent on your part will not be valid.

**Assignments**
All assignments will be typed, with an appropriate 12-point font, on 8.5” x 11” paper.

I DO NOT ACCEPT LATE ASSIGNMENTS. NO EXCEPTIONS, NO EXCUSES. A late assignment is any work that is not turned in during the class period in which it is due. This means that you must anticipate any problems that will occur. In other words, a computer / printer / disk / car / arm being broken at the last minute is not an excuse. To avoid last-minute catastrophes (which always occur) DO NOT WAIT UNTIL THE LAST MINUTE TO DO YOUR WORK.

**Attendance**
Attendance in this class is not optional. You are required to attend all classes. Attending class means that you are present and attentive for the whole class period and that you are prepared for the day’s lesson. If you miss a class, regardless of the excuse, it will be counted as an absence (unless you are missing for a University-sanctioned reason). You do not want to put me in the position of deciding whose excuse is valid and whose isn’t so I don’t need any documentation for your absences. If you’re within the limit it is not necessary, and after the limit it will not matter. You are allowed (but not encouraged) to miss 10% of the classes, which, for this course, amounts to two classes. If you are absent more than two times, regardless of the excuse, your final grade will be lowered by 5%. This lowering by 5% will continue until it is impossible for you to pass the class. If you have to miss more than your allotted absences, there is obviously something going on in your life which does not allow you to pursue this degree wholeheartedly, so you should consider withdrawal. Keep this in mind when using your absences – that’s ALL you will be allowed. I do not accept ANY excuse after that.

By now you recognize that arriving on time for class is, at its core, a sign of respect for your classmates and your professor. Tardiness, therefore, is a statement saying that your time is more important than anyone else’s. I will strike a blow for the
group by counting every instance of tardiness as 1/2 of an absence. So, if you’re doing the math, you can be tardy several times without any consequences, save the collective disdain for your actions. And yes, your tardiness works in conjunction with your absences, so a combination of the two will push you toward the negative consequences outlined above.

**Classroom Behavior**
While I presume respect for our time together on everyone’s part, I will make things easier by mandating that all cell phones, PDAs, and the like, be turned off and stowed out of sight. This way we’ll have no texting inside bags or purses, and no startling rings during class. If you’re expecting an emergency call (not text), please let me know before class begins. If you’re so disrespectful as to text during class, and I see you doing so, I’ll ask you to leave, and that will be counted as an absence.

Unacceptable behavior will result in your removal from the class. Unacceptable behavior would include reading material not related to the class, private conversations during class, and, of course, sleeping in class. Students should not bring visitors to class, including children. Disruptive or disrespectful students will be asked to leave the class.

I will be using the Cason Yellow Card System for those who would presume to text or perform some unrelated activity on a computer during class. The first time it happens, you’ll get a yellow card, and will leave the class. This will count as an absence for you for the day, even if it occurs with just five minutes left in class. The second time it happens you’ll get a red card, and will fail the class.

**This syllabus**
The syllabus is tentative and subject to change. You are responsible for all material presented in class, including announcements about changes in the course schedule or assignments. This means that if you miss a class YOU are responsible for finding out what happened or what has changed. It therefore might be a very good idea to get the name and number of another student.

The syllabus is a contract. If you stay in the class you are agreeing to the terms of the syllabus.

**Assignments**

**Seminar**
- **Folio Assignments:** Evaluating Information Quiz, Academic Research Assignment, Academic Research Quiz, Academic Integrity Case Studies
- **Presentation:** Our class time in the final part of the semester will be occupied with 10-minute student presentations on other online communities. You will prepare a presentation to the class on an online community (no duplicates — each community will have only one presenter). This presentation will require an introduction to the community, a live tour of the community, an analysis of the community demographics, and evidence that you are an active member of the community.
- **Exam 1:** This will be a 500-word (+ or – 10%) response to a prompt distributed to you.

**Extended Orientation**
- **Folio Assignments:** Remembering the Future Reflection, Your Academic Future Reflection, Success Series Reflections, Roadblocks Reflection, People and Places Reflections

**Assessment**

<table>
<thead>
<tr>
<th><strong>Seminar:</strong></th>
<th>75%</th>
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<tbody>
<tr>
<td>Evaluating Information Quiz</td>
<td>10%</td>
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<tr>
<td>Academic Research Assignment</td>
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<tr>
<td>Academic Research Quiz</td>
<td>10%</td>
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<tr>
<td>Academic Integrity Case Studies</td>
<td>25%</td>
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<tr>
<td>Presentation</td>
<td>15%</td>
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<tr>
<td>Exam 1</td>
<td>20%</td>
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<tr>
<th><strong>Extended Orientation:</strong></th>
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<tbody>
<tr>
<td>Remembering the Future Reflection</td>
<td>12.5%</td>
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<tr>
<td>Your Academic Future Reflection</td>
<td>12.5%</td>
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<tr>
<td>Success Series Reflections</td>
<td>25%</td>
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<tr>
<td>Roadblocks Reflection</td>
<td>25%</td>
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<tr>
<td>People and Places Reflections</td>
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**Triggers In This Course**

* A “trigger” is anything that might cause a person to experience a strong emotional and/or psychological response. Some triggers are shared by large numbers of people (for example, rape), while others are more idiosyncratic (for example, orange juice).

1. All texts read in this course, all class discussions, and all ancillary materials may contain instances of the following potential triggers, as well as other unanticipated and so unlisted potential triggers: ignorance; willful ignorance; cultural insensitivity; oppression; persecution; swearing, abuse (physical, mental, emotional, verbal, sexual), self-injurious behavior (self-harm, eating disorders, etc.), talk of drug use (legal, illegal, or psychiatric), suicide, descriptions or pictures of medical procedures, descriptions or pictures of violence or warfare (including instruments of violence), corpses, skulls, or skeletons; needles; racism; classism; sexism; heterosexism; cissexism, ableism; hatred of differing cultures or ethnicities; hatred of differing sexualities or genders; body image shaming; neuroatypical shaming; dismissal of lived oppressions, marginalization, illness, or differences; kidnapping (forceful deprivation of or disregard for personal autonomy; discussions of sex (even consensual); death or dying; beings in the natural world against which individuals may be phobic; pregnancy and childbirth; blood; serious injury; scarification; glorification of hate groups; elements which might inspire intrusive thoughts in those with psychological conditions such as PTSD, OCD, or clinical depression.

2. Unless expressly stated otherwise, the views, findings, interpretations, and conclusions expressed in the texts read in this course, the classroom discussions, and the ancillary material do not necessarily represent the views of the University or the course instructor.

3. All texts read in this course, all class discussions, and all ancillary materials may contain instances of overwhelming beauty, profound truths, and serious reflection on what it means to be human.

4. By remaining registered in this class, you agree to be exposed to #1 and #3 above. As Jenny Jarvie has written,

> Structuring public life around the most fragile personal sensitivities will only restrict all of our horizons. Engaging with ideas involves risk, and slapping warnings on them only undermines the principle of intellectual exploration. We cannot anticipate every potential trigger—the world, like the Internet, is too large and unwieldy. But even if we could, why would we want to? Bending the world to accommodate our personal frailties does not help us overcome them.


**Disability Accommodation**

This class complies with the Americans with Disabilities Act (ADA). Students with disabilities needing academic accommodations must:

- Register with and provide documentation to the Student Disability Resource Center (SDRC), and,
- Provide a letter to the instructor from the SDRC indicating what your need may be for academic accommodation. This should be done within the first week of class.

Students with these particular needs should contact the Student Disability Resource Center, Hampton Hall, 912.871.1566
## Course Calendar

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<thead>
<tr>
<th>Date</th>
<th>Material</th>
<th>Due</th>
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<tr>
<td>8/18</td>
<td>Intro, academic honesty, etc.</td>
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<td>8/20</td>
<td>Extended Orientation materials</td>
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<tr>
<td>8/25</td>
<td>Reddiquette</td>
<td>Reddit account, username</td>
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<td>8/27</td>
<td>Online Communities</td>
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<tr>
<td>9/1</td>
<td>Online Communities and Networks</td>
<td>Remembering the Future Reflection (Folio)</td>
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<tr>
<td>9/3</td>
<td>Thinking About Social Media</td>
<td>Evaluating Information Quiz (Folio)</td>
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<td>9/8</td>
<td>Research on Online Communities: Methods and Problems</td>
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<tr>
<td>9/10</td>
<td>Research on Online Communities: Findings</td>
<td>Your Academic Future Reflection (Folio)</td>
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<td>9/15</td>
<td>Online Privacy</td>
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<td>9/17</td>
<td>Copyright, Copyleft, DRM, and Leaks</td>
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<td>9/22</td>
<td>Collaborative Knowledge: Wikis and Forums</td>
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<td>9/24</td>
<td>Politics, Activism, and Anonymous</td>
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<td>9/29</td>
<td>NO CLASS – Individual Conferences</td>
<td>Presentation Topic (due in conference)</td>
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<td>10/1</td>
<td>NO CLASS – Individual Conferences</td>
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<td>10/6</td>
<td>Free as in Free Beer: CC and Open Source</td>
<td>Success Series Reflections (Folio)</td>
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<td>10/8</td>
<td>Open Reddit</td>
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<td>10/13</td>
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<td>Academic Research Assignment (Folio)</td>
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<td>10/22</td>
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<td>Academic Research Quiz (Folio)</td>
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<tr>
<td>10/27</td>
<td>Presentations</td>
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<td>10/29</td>
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<td>11/3</td>
<td>Presentations</td>
<td>Roadblocks Reflection (Folio)</td>
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<td>11/5</td>
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<td>11/10</td>
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<td>11/12</td>
<td>Presentations</td>
<td>People and Places Reflection (Folio)</td>
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<td>11/17</td>
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<td>11/19</td>
<td>Presentations</td>
<td>Academic Integrity Case Studies (Folio)</td>
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<tr>
<td>12/1</td>
<td>Catch-up</td>
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<tr>
<td>12/3</td>
<td>Exam 1</td>
<td>Exam 1</td>
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FYE SUCCESS SERIES

The Sex Signals presentation is mandatory; all must attend one of these sessions. You must also attend one of the other sessions. Proof of attendance is required.

Sex Signals (8/25 – 8/28) (Mandatory)
Through improvisation and audience interaction, the play explores how social pressures, gender stereotypes, unrealistic fantasies, and false preconceptions all contribute to tensions often found in dating. Each performance is 90 minutes. Nessmith-Lane Assembly Hall.

- Monday, August 25 at 7:00 p.m. and 9:00 p.m.
- Tuesday, August 26 at 3:30 p.m., 7:00 p.m. and 9:00 p.m.
- Wednesday, August 27 at 4:00 p.m., 7:00 p.m. and 9:00 p.m.
- Thursday, August 28 at 7:00 p.m. and 9:00 p.m.

Maura Cullen (9/3)
Many of our conversations around diversity have us walking on eggshells. This program offers practical ways to quickly transform the quality and effectiveness of our interactions. Students will learn ten very common statements that are often well intended but may be offensive. Knowing the actual statements is helpful, however, the real learning comes by implementing the ten core concepts that ultimately increase diversity skills and competency for you and those you work with. Russell Union Ballroom

- Wednesday, September 3 at 6:00 p.m. and 8:00 p.m.

DEFINE Your Tailgate (9/4)
The DEFINE Your Tailgate event promotes responsible drinking through alcohol education and awareness. Russell Union.

- Thursday, September 4 from 11:00 a.m. to 2:00 p.m.
  (DUI simulator until 4:00 p.m.)

Jumpstart Your Personal Finances (9/8 – 9/10)
Over the last seven years, Peter Bielagus has helped tens of thousands of individuals, from high schools and colleges, to the United States Military, to teachers and professionals, dramatically improve their financial knowledge. Whether it’s through a one on one education session, an online seminar, or a live event, Peter specializes in helping people put their financial house in order. Nessmith-Lane Assembly Hall.

- Monday, September 8 at 6:00 p.m. and 8:00 p.m.
- Tuesday, September 9 at 6:00 p.m. and 8:00 p.m.
- Wednesday, September 10 at 6:00 p.m. and 8:00 p.m.

Up In Flames (9/16)
Up in Flames is a fire safety fair designed to give students the opportunity to connect with various partners around campus and around Statesboro that are in some way related to fire prevention or response. Through a variety of exciting and interactive modules, students have the opportunity to use a fire extinguisher, identify prohibited residence hall items that could cause a fire, go through an obstacle course in firefighter gear, and identify types of burns and preliminary treatment, among other things. The event concludes with the opportunity to watch a model residence hall room go “up in flames.” We build the units so that students can observe the effects of a fire with no sprinkler system, and a similar fire when a sprinkler system is in place. Don’t think that sprinkler systems save you from getting charged though! There’s the water damage to think about! Performing Arts Center Parking Lot

- Tuesday, September 16 from 5:00 p.m. to 7:00 p.m.
State of the University (9/18)
President Keel and his administrative cabinet will highlight the university’s accomplishments during the past year and outline the challenges and goals for the coming year to the campus community. First year students in particular are encouraged to attend, as this event can help to clarify the expectations of the university community. In addition, the opportunity to ask questions directly to University Administration enhances the overall university experience for all students. Russell Union Ballroom.

- Thursday, September 18 at 6:30 p.m.

Patrick Combs, Major in Success (9/24)
Come take part in an event that is a fun and interactive way to learn how to be successful in life! Combs is a career coach and best-selling author that travels coast-to-coast teaching college students how to Major in Success. The book, appropriately titled Major in Success, provides information regarding which types of involvement will benefit students most after college. It also points out ways to become a dedicated student in order to make your college experience easier. Patrick discussed the importance of the “unassigned homework.” What “unassigned homework” do you plan to start this semester to get ahead in your career? Performing Arts Center

- Wednesday, September 24 at 2:30 p.m. and 7:00 p.m.

Majors Fair (9/25)
Students will have an opportunity to meet with faculty, students and advisement professionals from the many departments and schools across campus in one central location. The purpose is to help undeclared students and even the “softly declared” learn more about majors prior to registration for the spring term. We believe the Majors Fair will provide a wonderful service to our first-year students that ultimately will encourage a stronger connection to their major, college and the university as a whole. Russell Union Ballroom

- Thursday, September 25 from 11:00 a.m. to 3:00 p.m.

Sexual Study Guide with Reid Mihalko (9/25)
With the help of sex educator Reid Mihalko, students will learn how to win at the game of love & increase their sexual health savvy. Williams Center Multipurpose Room

- Thursday, September 25 at 3:30 p.m.

Road Trip to My Career (9/25)
Are you ready to begin making your own road trip to find your perfect career? Then, Road Trip to My Career is the thing for you! You will learn more about who you are and the interests you have that will set you on the right path to finding your passion! Russell Union

- Thursday, September 25 from 12:30 p.m. to 4:30 p.m.
(See exact session times at <academics.georgiasouthern.edu/fye/students/first-year/success/>)
ACADEMIC HONESTY WORKSHEET

Since so much of the learning process is based on what has been written or said before, you must learn to use legitimately the ideas and words of others. Taking ideas or words which are not one’s own and presenting them as if they were is plagiarism, a serious form of academic dishonesty. Students are expected to turn in writing that is their own and that has been completed for the specific assignment.

Whenever you refer to a source, the reader should be made aware of that fact. Also, you should provide the reader with information about the source. Some definitions:

- Quotation marks show material exactly as it appears in the original.
- A paraphrase is reference to source, but in words different from the original. The length is approximately that of the original.
- A summary distills a source to a few words or sentences. It is much shorter than source. (Remember that a proper summary or paraphrase should be ENTIRELY in your own words and should be documented. You cannot simply rearrange a sentence or change a word or two and avoid charges of plagiarism.)
- Documentation is a means of telling the reader information about sources. Different forms of documentation exist, but for the purposes of this class we will use MLA Style, which is the standard form of documentation in English studies.

DOCUMENTATION USAGE

Documentation must be used when:

- directly quoting from the source (quotation marks required)
- paraphrasing part of the source (quotation marks not required)
- summarizing part of the source (quotation marks not required)

STUDENT PAPERS:

The chief subjects of Emily Dickinson’s poetry include nature and the seasons, death and the afterlife, the various types and stages of love, and poetry itself as a divine art.

Is there plagiarism here? Why? If you believe plagiarism does occur, rewrite the student’s passage to correct the error:

____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________

Gibson and Williams suggest that the chief subjects of Emily Dickinson’s poetry include nature, death, love, and poetry as a divine art (1:906).

Is there plagiarism in this passage? What method of documentation has the student used?

____________________________________________________________________________________________________________
____________________________________________________________________________________________________________

2. ORIGINAL:

This, of course, raises the central question of this paper: What should we be doing? Research and training in the whole field of restructuring the world as an “ecotopia” (eco-, from oikos, household; -topia from topos, place, with implication of “eutopia”— “good place”) will presumably be the goal.

STUDENT PAPERS:
At this point in time humankind should be attempting to create what we might call an “ecotopia.”

Is there plagiarism in this passage? Why or why not?

At this point in time humankind should be attempting to create what E.N. Anderson, Jr., has called an “ecotopia” (275).

Is there plagiarism here? Why or why not?

3. ORIGINAL:
Humanity faces a quantum leap forward. It faces the deepest social upheaval and creative restructuring of all time. Without clearly recognizing it, we are engaged in building a remarkable civilization from the ground up. This is the meaning of the Third Wave.

Until now the human race has undergone two great waves of change, each one largely obliterating earlier cultures or civilizations and replacing them with ways of life inconceivable to those who came before. The First Wave of change — the agricultural revolution — took thousands of years to play itself out. The Second Wave — the rise of industrial civilization — took a mere hundred years. Today history is even more accelerative, and it is likely that the Third Wave will sweep across history and complete itself in a few decades.

(from Toffler, Alvin. The Third Wave. New York: Bantam, 1980.)

STUDENT PAPERS:
There have been two revolutionary periods of change in history: the agricultural revolution and the industrial revolution. The agricultural revolution determined the course of history for thousands of years; the industrial civilization lasted about a century. We are now on the threshold of a new period of revolutionary change, but this one may last for only a few decades.

Does plagiarism occur here? What could the student do to correct this error?

According to Alvin Toffler, there have been two revolutionary periods of change in history: the agricultural revolution and the industrial revolution. The agricultural revolution determined the course of history for thousands of years; the industrial civilization lasted about a century. We are now on the threshold of a new period of revolutionary change, but this one may last for only a few decades (10).

Is there plagiarism in this passage? Why or why not?

4. ORIGINAL:
Hemingway’s debt to journalism was a large one, and he always acknowledged it. Unlike many ex-newspapermen, however, he neither sentimentalized the profession nor misunderstood its essential threat to creative writing.

(from Fenton, Charles A. The Apprenticeship of Ernest Hemingway: The Early Years. NY: Farrar, Straus, and Young, 1954.)

Which of the following is the better paraphrase? Why?

1. Hemingway’s indebtedness to journalism was very great, and he himself said so. Unlike so many writers who have been newspapermen, however, he did not sentimentalize journalism or misunderstand that it is a danger to creative talent.

2. Hemingway learned from his newspaper work, but he also recognized that journalism can hurt writers as well as help them.