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JRSM 4702: Media, Diversity, & Society (Syllabus)

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Media Diversity and Society

JRSM 4702-M50 Online (WEB)

Spring 2021

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COURSE REQUIREMENTS

Catalog description

Advanced study of recent, critical issues faced by mass media with exploration of complexities that cause them and their impact on society.

Prerequisites

None

Textbooks, Software and Required Materials

Luther, C.A., Ringer Lepre, C. & Clark, N. (2018). *Diversity in the US Mass Media. Second Edition* Wiley-Blackwell. (ISBN: 978-1-119-23401-2)

In addition, there could be reading materials taken from other texts throughout the semester. Supplemental course readings – in addition to the main readings from the book – will be provided to students via email or through ecourseware.

Classroom format

Journalism is all about meeting deadlines. No late work will be accepted. If you do not complete an assignment, quiz, or exam by the specified time, that assignment or exam will receive a zero.

Accessing the course website

1. Go to the University of Memphis eLearn home page: <http://elearn.memphis.edu>
2. Log in using your University of Memphis username and password.
3. In the Term Year course list available to you, click on the link for JRSM 4702 – M50 to enter your course and read the instructions on the welcoming page.

Course Requirements

You are required to read the material assigned or provided by the instructor, take weekly quizzes from assigned readings, write weekly discussion posts on the discussion topics provided. You will also be given two (2) long-form essays and a final writing project on media diversity topic of your choosing. It is also imperative that you complete the assigned readings. Quizzes and exams will not be made up except in extreme circumstances as determined by the instructor and with written excuses. Both must be completed online by the assigned dates and times.

Extra credit: Students may choose **one** of the two book assignments for five additional points added to their final grade. Only one of the two assignments may be submitted for a maximum of five points.

DUE FEB 26: Read *Algorithms of Oppression, How Search Engines Reinforce Racism* by Safiya Umoja Noble. Submit a Power Point presentation that summarizes a key point from each of the six chapters and the Conclusion. (Seven slides + title slide=eight slides.) Also submit a five-page paper, elaborating on a key point from one of the chapters.

OR

DUE APRIL 19: Read *Social Media in Disaster Response, How Experience Architects Can Build for Participation* by Liza Potts. Submit a Power Point presentation that summarizes a key point from each of the six chapters. (Six slides, + a title slide=seven slides.) Also submit a five-page paper, elaborating on a key point from one of the chapters.

Grading

Grading for this class will be on a point system. If you miss more than one or two quizzes and assignments, it will adversely impact your final grade significantly. **Students will also be assigned to write (2) long-form essays. Details will be discussed during the semester.** The papers must be double-spaced, in 12-pt, Times New Roman font, plus the references list if necessary.

Long-form essay one—Pick a topic that you are passionate about regarding diversity in media. Would you like to see more diverse advertisements? Would you like to see more diverse newsrooms? Is there a lack of diversity in movies, books, print or online publications, etc? Be sure to define your idea of diversity somewhere in your essay. At least 1,200 words, no more than 1,500 words.

Long form essay two—Pick a news organization (print or broadcast) and evaluate them. What does the staff look like? What kind of stories do they cover? What are they doing right? What are they doing wrong? How can they improve? Who can you contact at this organization to voice your concerns? At the end of your essay, include a letter you would write to this organization with your concerns and opinions on how the organization can do better in your opinion? **Be respectful in the letter.** Write it as if you are going to send it. 1,000 words + one page letter.

There will be a mid-term exam for this class worth 150 points.

Grading Distribution:

Assignment	Number	Points
Weekly quizzes	13	325 pts (25 pts each)
Weekly discussion posts	13	325 pts (25 pts each)
Midterm Exam	1	150 pts
Long-form essays	2	150 pts (75 pts each)
Final Exam	1	250 pts
Total		1,200 pts

Assignment categories and points or percentage weights.

A+ = 96.5-100%; A = 92.5-96.4%; A- = 89.5-92.4%

B+ = 86.5-89.4%; B = 82.5-86.4%; B- = 79.5-82.4%

C+ = 76.5-79.4%; C = 72.5-76.4%; C- = 69.5-72.4%
D+ = 66.5-69.4%; D = 59.5-66.4%
F 0-59.4%

Weekly Discussion Posts

Each week, you will write a post in reaction to the readings, supplemental content, and based on one of the questions in the “Reflection Questions and Thoughts to Consider,” section at the end of each of the assigned chapters. The post must be **at least 500 words** but may be longer to fully answer the questions. You must post your thoughts by **12:00 PM Wednesday**. These responses may take the form of a criticism, concerns, etc. Do not simply summarize what you read to answer the question. I am looking to see how you comprehend and understand the concepts. Quality counts.

EMAIL:

You must have your UM email account activated. If you are using another provider such as Google, you are required to have your UM email forwarded to that account.

Go to the <http://iam.memphis.edu/website> to implement forwarding of UM email. You are required to check your email daily. You are responsible for complying with any email sent to you by your professor at the University.

CHEATING:

In addition to university-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism and Strategic Media considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses, or a student receiving any assistance from others for work assigned to be done on his/her own, as acts of cheating punishable to the degree determined appropriate by the course instructor and department chair. That may include graded reductions or seeking dismissal of the student from the university.

Further, as this is a journalism/mass communications class, students are expected to comply with copyright law, and must have sufficient permission to use any copyrighted materials used in creative projects, unless otherwise informed in cases of exercises or reproduction.

“Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com’s restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. “(Office of Legal Counsel, October 17, 2005)

ONLINE SETEs:

You are urged to complete the SETEs evaluation of this course. Once your instructor has posted your grade, you can immediately see that grade, provided you completed a teacher evaluation for that class. How to access your evaluation forms: Log in using your UUID and email password; click on the gray “Student” tab; complete an evaluation for each course listed and hit the “Submit” button at the bottom of the form. It will only take a few minutes of your time. We take the evaluations very seriously and use them to improve courses and instructional quality. Your feedback is essential and will be appreciated.

DEADLINES:

Remember there is a reason “DEAD” makes up half the word “deadline.” All deadlines are firm. This is journalism and strategic media course. If you get into trouble, talk to your instructor. Exceptions will be made for reasonable circumstances if the student notifies the instructor prior to the due date.

AP STYLE AND GRAMMAR:

All written work in this class should follow the AP Stylebook and accepted rules of grammar and punctuation. If you do not know the style for a particular phrase, look it up or ask your classmates or the instructor.

DISABILITY:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact your instructor privately to discuss your specific needs. Please contact the Office for Disability Services at 901-678-2880 in 110 Wilder Tower Hall to coordinate reasonable accommodations for students with documented disabilities.

DIVERSITY:

Students are required to respect the differences of others and treat all persons with respect. Discriminatory, derogatory, and threatening language or behavior will not be tolerated. Further, students are expected to consider their work through a diverse mind. Mass communications reach a mass audience, and students should be aware of how those messages are received by a diverse audience.

COURSE SCHEDULE

Week 1, Jan. 19 – Jan. 22: Course Syllabus & Introduction (all assignments due each week by 11:59 p.m.)

Course Syllabus

Readings: Course Syllabus

Homework: Quiz 1— Introduce yourself—name, major, favorite publication, etc. At least one page.

Homework: Discussion Post—Do you have any questions about the syllabus or the class? If yes, post questions discussion board. If no, please submit a sentence saying you understand the syllabus, assignments, and due dates.

Week 2, Jan. 25 – Jan. 29: Introduction & Theory of Representation | Introduction & Mass media representations

Readings: Diversity in the U.S. Mass Media Chapter 1 (Introduction) and Chapter 2: Theoretical Foundations of Research in Mass Media Representations

Homework: Quiz 2— Visit <https://www.bitchmedia.org/>. What is the mission, vision, and values of the organization? What is the history of the organization? How many members does it have? What are three major benefits of joining? What event or training opportunity seems the most valuable to participate in and why?

Homework: Reading Discussion Post 2— Question 3, page 26, chapter 2. Also, submit an outline and proposed topic for your first long-form essay with at least three references. Finally, research feminist-journalist **Christiane Amanpour**. What did you discover about her legacy as a journalist, good and bad? What kind of stories does she tell? Provide sources.

Feb. 1—Last day to drop with no “W”

Week 3, Feb. 2 – Feb. 5: Native American Representations

Readings: Diversity in the U.S. Mass Media Chapter 3: Representations of Native Americans

Homework: Quiz 3— Visit <https://najanewsroom.com/>. What is the mission, vision, and values of the organization? What is the history of the organization? How many members does it have? What are three major benefits of joining? What event or training opportunity seems the most valuable to participate in and why?

Homework: Reading Discussion Post 3—Question 1, page 47, chapter 3. Also—find a news articles within the past year related to the issue in this question and discuss the quality of the coverage. What perspective does this article offer the reader? What did the article focus on the most? Who was interviewed? Who should have been interviewed? What further questions do you have pertaining to the article since you have finished it? Finally, research American Indian journalist **Minnie Two Shoes**. What did you discover about her legacy as a journalist, good and bad? What kind of stories did she write? Provide sources.

Week 4, Feb. 8 – Feb. 12: African American Representations

Readings: Diversity in the U.S. Mass Media Chapter 4

Homework: Quiz 4—Visit <https://www.nabj.org/>. What is the mission, vision, and values of the organization? What is the history of the organization? How many members does it have? What are three major benefits of joining? What event or training opportunity seems the most valuable to participate in and why?

Homework: Reading Discussion Post 4—Question 3, page 71, chapter 4. For this question, identify at least one person. What is their emerging legacy as a journalist, good and bad? What kind of stories do they write? Provide sources.

Long form essay (1) due: Feb. 12 by 11:59 p.m.

Week 5: Feb 15-19 Midterm Five essay questions due Feb 19.

Week 6, Feb. 22– Feb. 26: Hispanic Representations

Readings: Diversity in the U.S. Mass Media Chapter 5: Representations of Hispanics

Homework: Quiz 5—Visit <https://nahj.org/>. What is the mission, vision, and values of the organization? What is the history of the organization? How many members does it have? What are three major benefits of joining? What event or training opportunity seems the most valuable to participate in and why?

Homework: Reading Discussion Post 5—Questions 1 and 2, page 94, chapter 5. For these questions, research and list at least two Spanish-language radio stations and news publications (or one each) in your city or state. Provide links in your response. Also, research Mexican journalist **Alma Guillermoprieto**. What did you discover about her legacy as a journalist, good and bad? What kind of stories did she write? Provide sources.

Week 7, March 2 – March 5: Arab/Arab American Representations

Readings: Diversity in the U.S. Mass Media Chapter 6: Representations of Arab/Arab Americans

Homework: Quiz 6— Visit <https://www.ameja.org/>. What is the mission, vision, and values of the organization? What is the history of the organization? How many members does it have? What are three major benefits of joining? What event or training opportunity seems the most valuable to participate in and why?

Homework: Reading Discussion Post 6—Question 4, page 116, chapter 6. Also, research Arab-American Journalist **Helen Thomas**. What did you discover about her legacy as a journalist, good and bad? What kind of stories did she write? Provide sources.

Week 8, March 8–9 Wellness Break

Readings: (No readings)

Assignments: (No assignments)

March 10-12 Long Form Essay 2

Readings: No readings

Homework: Submit an idea and outline for long form essay two with at least three sources.

Week 9, March 15 – March 19 Asian/Asian American Representations

Readings: Diversity in the U.S. Mass Media Chapter 7: Representations of Asian/Asian American Representations

Homework: Quiz 7— Visit <https://www.aaja.org/>. What is the mission, vision, and values of the organization? What is the history of the organization? How many members does it have? What are three major benefits of joining? What event or training opportunity seems the most valuable to participate in and why?

Homework: Reading Discussion Post 7—Question 2, page 140, chapter 7. Also, research Asian-American journalist Richard Lui. What did you discover about his legacy as a journalist so far, good and bad? What kind of stories does he tell? Provide sources.

March 19—Last day to drop classes.

Week 10, March 22 – March 26: Gender in TV, Film & Music

Readings: Diversity in the U.S. Mass Media Chapter 8: Representations of Gender in Television, Film, and Music Videos

Homework: Quiz 8—Read “AP style changes; singular they is acceptable ‘in limited cases’”

<https://www.poynter.org/reporting-editing/2017/ap-style-change-singular-they-is-acceptable-in-limited-cases/> and “A Singular ‘They’: Breaking Down The AP Stylebook’s New Rules on Gender”

https://apps.prsa.org/Intelligence/Tactics/Articles/view/12061/1148/A_Singular_They_Breaking_Down_The_AP_Stylebook_s_N#.X_zJN-hKjD4 What do the articles say about using the singular they? When is it appropriate to use the singular they? Why is the recognition of the singular they important?

Homework: Reading Discussion Post 8—Watch “The Bechdel Test - Everything You Need to Know” on YouTube here: <https://www.youtube.com/watch?v=Meg3CyukOjM>. Watch your favorite movie and answer the questions for the Bechdel test (on page 165, chapter 9). Does this change your opinion about the movie? Why or why not? Do you think the test is a fair way to deem a movie worth watching? Why or why not? What are three questions you would add to the test? Explain each addition.

Week 11, March 29 – April 2: Gender in Print Media & Advertising

Readings: Diversity in the U.S. Mass Media Chapter 9: Representations of Gender in Print Media and Advertising

Homework: Quiz 9—Research a journalism organization specifically geared towards women. What is the mission, vision, and values of the organization? What is the history of the organization? How many members does it have? What are three major benefits of joining? What event or training opportunity seems the most valuable to participate in and why?

Homework: Reading Discussion Post 9—Question 4, page 216, chapter 10.

Long form essay (2) due: April 2 by 11:59 p.m.

Week 12, April 5 – April 7: LGBT Representations

Readings: Diversity in the U.S. Mass Media Chapter 10: Representations of Lesbians, Gays, Bisexuals and Transgender in the Media

Homework: Quiz 10— Visit <https://www.nlgja.org/>. What is the mission, vision, and values of the organization? What is the history of the organization? How many members does it have? What are three major benefits of joining? What event or training opportunity seems the most valuable to participate in and why?

Homework: Reading Discussion Post 10— Research LGBTQ-identified journalist **Ina Fried**. What did you discover about her legacy as a journalist, good and bad? What kind of stories does she tell? Provide sources.

April 8 – April 9: Wellness Break

Week 13, April 12– April 16: Age Representations

Readings: Diversity in the U.S. Mass Media Chapter 11

Homework: Quiz 11—Question 2, page 267, chapter 12.

Homework: Reading Discussion Post 11—Question 3, page 267, chapter 12.

Week 14, April 19 – April 23: Representation of disability

Readings: Diversity in the U.S. Mass Media Chapter 12: Representations of People with Disabilities

Homework: Quiz 12—Visit <https://disabilityvisibilityproject.com/> . What is the purpose of this project? Who started it? Why? What is the focus? What were ten things that stood out to you from the site?

Homework: Reading Discussion Post 12—Watch Alice Wong - "Resisting Ableism: Disabled People and Human Gene Editing" here: <https://www.youtube.com/watch?v=vdeeR5DQSo>. How did she define ableism? What else did she talk about in the video? What points did she make and why are they important to her? What was your biggest take away? Watch, "I'm not your inspiration, thank you very much | Stella Young" here: <https://www.youtube.com/watch?v=8K9Gg164Bsw>. What did she talk about in the video? What points did she make and why are they important? What was your biggest take away? Finally, answer Question 1, page 288, chapter 13.

Week 15, April 26 – April 27: Class Representations (April 27, Last day of Class)

Readings: Diversity in the U.S. Mass Media Chapter 13: Representations of Class

Homework: Quiz 13—How has COVID-19 shaped the way people talk about money, class, and government assistance in this country?

Homework: Reading Discussion Post 13—Question 2, page 309, chapter 14. Read one of the stories in the Living Wage section of the MLK50 website. What were your top 10 takeaways from the story? What did you learn? Name and link the story in your response. <https://mlk50.com/category/economic-justice/fight-for-15/>

April 28 – April 29: Study Days

Week 16, May 3 – May 6: FINAL EXAM (Five essay questions due May 5)

Have a good break!

Course schedule, readings and assignments are subject to change.

ASSESSMENT AND OUTCOMES

Five Pillars in JRSM 4702

- *Critical Thinking:* Student discussions regularly involve deep dives into media ethics, diversity in the dissemination of news and personal feeling about issues in the news. All the discussions are focused on the effects of media on society.
- *Media Literacy:* Students engage with both emerging and legacy media platforms to understand the changing media audience, including diversity in all its forms. Students are expected to understand various issues affecting media and must be able to discuss those issues with clarity.
- *Multimedia:* A significant portion of this class focuses on multimedia in all segments of journalism and how it has changed the landscape of news gathering, presentation and immediacy. Examples of multimedia news gathering are displayed regularly in class.
- *Professionalism:* Lectures and discussions in this class will include sessions about ethical decision making, evaluation of legitimate sources of news, media law and proper use of social media in journalism to help students learn to conduct themselves professionally. The instructor and occasional guest speakers regularly stress professionalism in their lectures and talks.
- *Writing:* Through lectures and guest speakers, students learn the importance of good writing skills. Students are encouraged to research the best written articles on topics that are discussed in class. Students are required to practice good writing for all assignments.

Professional values and competencies for PBRL 4440

- Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity.
- Think critically, creatively, and independently.

How professional values and competencies will be met

Cognitive objectives to be mastered (ability to explain, analyze, understand, think critically)

- Students will learn to identify issues and analyze the way issues impact journalistic disciplines.
- Student will be able to reach logically thought-out conclusions about how issues should be dealt with in specific settings.
- Students will critically examine, discuss, and monitor the “how” and “why” behind the coverage of issues.

- Students will be able to identify and analyze news content from reputable sources that follow carefully prescribed journalistic principles for accurate news gathering and distinguish that content from information from more dubious sources.
- Students will learn to evaluate official responses to public issues and objectively assess those responses for credibility.

Performance standards to be met (demonstrable skills, abilities, techniques, applied competencies)

- Students will be assigned a current issue to monitor during the semester. Findings will be shared through an oral/written presentation to the class.
- Throughout the course students will participate in discussions involving issues that are covered in the media.
- Students will demonstrate their knowledge through successful completion of a series of quizzes over assigned readings materials.
- Students will hear from professionals in the field and question them to obtain a broader understanding of the mission of various media.
- Students will take part in at least one in-class debate on a controversial and topical mass media issue.

How assessment of student learning will be met

Awareness

- Lecture and discussion on the role diversity plays in media coverage, hiring decisions and ethical decision-making based on the practical experience of the instructor and guest speakers.
- Case studies from the textbook and elsewhere on the changes taking place in mass media and how those changes impact society.
- Student participation in research and discussion of critical media issues will be carefully examined by the instructor.

Understanding

- Discussion questions will be posed in class to stimulate critical thinking and healthy classroom debate, with the overall goal of helping all students understand the vital role mass media play in society.
- As part of their grade, students are required to offer feedback in class concerning the various issues facing the media in 21st Century society and to demonstrate an understanding of the coursework through regular quizzes and exams on the material covered.

Application

- Each student will be required to select a current issue in mass media and follow that issue throughout the semester. Students will write a detailed paper about the topic as part of their final grade.
- There will be at least two large group discussions on a current issue, selected by the instructor, impacting journalism. The topics will incorporate ethical decision-making, approaches to media coverage and how the public was impacted by the decision.
- Issues of diversity, in all its forms, in news coverage and media representation will be examined and debated routinely by students.

JOURNALISM AND STRATEGIC MEDIA POLICIES

Portfolio requirement

All students in the Department of Journalism and Strategic Media are required to develop and maintain an active portfolio of their work. Undergraduate students are to begin the portfolio in JRSM 3900, and graduate students are to begin in JRSM 7002. Students are to contribute to it in every skills course thereafter. The portfolio should contain samples of the student's work from courses and/or professional experiences and should develop as the student builds skills. Portfolios will undergo a final, external review while students are enrolled in their capstone courses.

Students may use any type of web hosting for their portfolios, but it must have an independent and professional URL. Students may use any content management system, but students are encouraged to use WordPress, Wix or SquareSpace. Students are encouraged to consider purchasing a URL and hosting if they plan to use the portfolio for a long term, but they must keep the portfolio active for six months following graduation from the University of Memphis.

Students should have a professional email address they plan to use throughout their professional lives, via a common email service, such as Gmail.

All portfolios must contain the following items:

- Samples of work from courses and/or professional activities. (Example: Broadcasting students must include a video reel)
- A current résumé
- A personal profile
- Contact information/means of contact
- Social media links

Students might wish to include a blog, video reels, photograph galleries, SoundSlides presentations, design PDFs, audio files and writing pieces as examples of professional work. The professional work should ultimately be tailored to the career the student seeks after graduation. Thus, each student's portfolio should show a unique blend of work.

Email

Students must have their UofM email accounts activated. Students using another provider, such as Google, are required to have all UofM email forwarded to that account. Students should go to the <http://iam.memphis.edu> website to implement forwarding of UofM email. Students are required to check their email daily. They are responsible for complying with any email sent to by professors or others in the University.

Electronic devices

Some classes require a tablet, laptop, or a smartphone. Others do not. Instructors will set the policy for their specific classes.

Attendance

Class attendance is mandatory in Journalism and Strategic Media. Students may be assigned a failing grade for the semester for nonattendance or habitual late arrival. No late work will be accepted without

prior arrangements with the class professor. Students may not be permitted to make up any missing work unless it is for an absence because of illness or other catastrophic emergency, such as a death in the family that can be documented (e.g. with a doctor's note or a copy of the newspaper obituary). Journalism and Strategic Media is a professional program, and students are expected to understand and comply with deadlines. Students who have some problem making it to class on time should make arrangements to correct the problem or consider taking another class. Students should consider this class as a "job" in the educational process and be on time just as they would elsewhere.

Course repetition

Majors and minors who fail to earn the minimum passing grade ("C-") in a class required by their program of study in Journalism and Strategic Media more than three times will be dropped from the program.

Students may not use or submit work from a previous course, even if it is the same course being repeated, to fulfill requirements for assignments in another course. If students wish to substantially rework the original submission, or to work with the same general idea, that may be permissible upon discussion with and written approval from the professor of the current course. All written work will be checked for policy adherence via TurnItIn.com. All creative work will be checked for policy adherence by the professor and judged against previous submissions. The only exception to this policy is the student's online portfolio and its attendant pieces (for example, the résumé and logo).

Academic integrity

In addition to University-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism and Strategic Media considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses or students receiving any assistance from others for work assigned to be done on their own, as acts of cheating punishable to the degree determined appropriate by the course instructor and department chair. Punishment may include grade reductions or seeking dismissal of the student from the University.

Further, as this is a journalism and strategic media class, students are expected to comply with copyright law and must have sufficient permission to use any copyrighted materials used in creative projects, unless otherwise informed in cases of exercises or reproduction.

Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for rating originality of your ideas. Also, to evaluate proper use and assignment of sources. As part of this process, you may be required to submit electronic as well as hard copies of your work. Other instructions to follow may also be given. By taking this course, you agree that all assignments may undergo this review process. The assignment may be included as a source document in Turnitin.com's restricted access database. It is solely for the purpose of detecting plagiarism in such documents. Assignments not submitted according to the instructor's procedures may be penalized or may not be accepted at all. (*Office of Legal Counsel, October 11, 2018*)

Online SETEs

Students are urged to complete the SETEs evaluation of this course. Once the instructor has posted grades, student can immediately see that grade, provided they have completed a the SETE for that class. To access evaluation forms, students should log in to MyMemphis using their UUIDs and email passwords; click on the gray "Student" tab; complete an evaluation for each course listed and hit the "Submit" button at the bottom of the form. Completing the SETE will only take a few minutes. Faculty

take the evaluations very seriously and use them to improve courses and instructional quality. Student feedback is essential and is appreciated.

Deadlines

All deadlines are firm. This is journalism and strategic media. Students needing an extension on an assignment must receive approval from the instructor. Exceptions will be made for reasonable circumstances if the student notifies the instructor prior to the due date.

AP Style and grammar

All written work in this class must follow the AP Stylebook and accepted rules of grammar and punctuation. Students are responsible for learning these rules and checking their work for errors.

Disability and accommodations

Students who need an accommodation based on the impact of a disability should contact the Office for Disability Resources for Students at 901-678-2880 in 110 Wilder Tower Hall to coordinate reasonable accommodations for students with documented disabilities.

Diversity and inclusivity

Students are required to respect the differences of others and treat all persons with respect. Discriminatory, derogatory, and threatening language or behavior will not be tolerated. Further, students are expected to consider their work through a diverse mind. Media reach a mass audience, and students should be aware of how those messages are received by a diverse audience.

Weather policy

Always check with local media and the University of Memphis website regarding inclement weather. If the University is closed or classes are canceled, this course will not meet. However, students will still be responsible for that day's work.

Student support

Student who are experiencing personal or academic challenges including, but not limited to food or housing issues, family needs, or other stressors, should visit the Office of Student Accountability, Outreach & Support page to learn about resources that can help: <https://www.memphis.edu/saos/sos/crisis-resources.php>. Any student who faces personal challenges including, but not limited to securing their food or housing and believes this may affect their performance in the course is urged to contact the Office of Student Accountability, Outreach & Support (901-678-2187) located in the University Center, Suite 359 for assistance. Students may also talk with course instructors about the challenges they are experiencing. Instructors may be able to assist in connecting with campus or community support.

COVID-19 protocols for this course

Student Accommodations

Students with accessibility issues or learning accommodation issues due to a disability should contact Disability Resources for Students (DRS) to submit an official request for

course accommodations. Contact DRS at 901.678.2880 or at drs@memphis.edu. (<https://www.memphis.edu/drs/index.php>)

Academic Integrity

Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class in addition to other possible disciplinary sanctions which may be imposed through the regular institutional disciplinary procedures. (<https://www.memphis.edu/osa/students/academic-misconduct.php>)

Student Health

Students who have a positive COVID-19 test should contact the Dean of Students at deanofstudents@memphis.edu.

Student Resources

Students who need additional resources can visit the Dean of Students Office website at <https://www.memphis.edu/deanofstudents/crisis/index.php>.

Guidelines for classes, labs, and equipment in Meeman Journalism Building in Spring 2021

- Anyone feeling sick should stay home and join class virtually.
- Social distance from all others at least 6 feet.
- Wear a mask at all times when in University buildings and on campus.
- Wash hands or use hand sanitizer regularly.
- No more than one person in the elevator at a time.
- Disinfect your workstation before and after use, including desks, keyboards, mice, and screens. Wash your hands after cleaning.
- Have phone or Zoom meetings with professors and classmates. Do not meet face to face, if possible.