Course objectives
Writing is a skill all good public relations professionals must possess. This course will teach you to write strategically and effectively using a variety of public relations tactics. Specific course objectives are:

• To introduce you to a variety of tactics public relations professionals use to reach their target audiences — including key messages, news releases, bios, memos, pitching, speaker introductions and social media content.
• To sharpen the interviewing and feature writing skills necessary for newsletters, annual reports and other publications used for public relations and marketing purposes.
• To improve the overall quality of your writing and your ability to effectively write for a specific purpose.
• To increase knowledge and understanding of grammar and Associated Press style rules.
• To add public relations writing samples to your professional portfolio.

About your professor
Tanya Heath, Adjunct Professor

Office: across from Walter Williams lab
Cell phone: 573-808-1053 (calls only as we do not have texting)
Email: heatht@missouri.edu
Office hours: By appointment

I have been teaching as an adjunct professor in the Strategic Communication Department since 2012. Prior to that for the last 20 years, I have worked for 2 advertising agencies, a fundraising company, the Publications office at MU as the Advertising Director for Mizzou Magazine and in Extension as a Marketing Specialist. I have also been involved in direct sales and freelance writing. I have experience in writing impactful campaigns as well as being able to communicate effectively with an audience. Hobbies include traveling, health awareness and volunteering for 4-H and West Broadway Swim Club. I am looking forward to teaching you how to become a successful Public Relations professional.
Required materials

- The 2015 Associated Press Stylebook; also available online through the journalism library (Note: The 2014 edition is acceptable if you have it from a previous class.)
- Blackboard

Recommended materials

- A dictionary and a thesaurus

Blackboard

The syllabus, a monthly schedule, selected readings, assignments, announcements and your grades will be posted on the course’s Blackboard site (www.courses.missouri.edu). I typically will post an announcement (linked to an email alert) when I have added new content to Blackboard. To gain access to Blackboard, use your Paw Print ID and password. NOTE: If you feel an error was made in a grade posted to Blackboard, please bring it to my attention within three days upon receiving your assignment grade.

Communication with professor

Email is my preferred way to communicate with students. I will use your official mizzou.edu email address to communicate with you about this course, so you should check this account daily for messages. I typically will respond to emails I receive within 24 hours (unless it is the weekend, I’m traveling or am on deadline). If you have a question or issue that requires a detailed response, it is best to set up an appointment to meet with me personally. I am generally available immediately following our class, or another mutually acceptable time can be arranged.

Class absences

Attendance for this class is expected and required. If you miss class for an excusable reason such as illness or family emergency, please let me know immediately so you will not lose professionalism points. I may require a doctor’s note or other documentation.

Regardless of why you miss class, you must communicate with me about the absence before class if at all possible, but certainly within 24 hours. Just as you would not miss work without letting your boss know why, you should not miss class without letting your professor know why. Failure to do so will result in a loss of five professional points. You may have the lamest excuse in the world for missing class (your alarm didn’t go off or your car wouldn’t start), but if you are responsible enough to deliver that excuse to me in a reasonable timeframe, I am more likely to consider reduced point deductions if your class performance has otherwise been acceptable.
**Punctuality**
It is expected that you will arrive to class on time. One late absence because of unforeseeable circumstances may be excused if you offer an explanation to me immediately following class. More than one late arrival indicates a pattern of irresponsibility and you will lose a minimum of two professionalism points for each late arrival, with additional points deducted depending on the degree of lateness.

**Class structure**
Our class meetings will be used to accomplish learning in a variety of ways. About 75 percent of our class sessions will be as a group. During these group sessions I will present and discuss various public relations tactics and tools, and you will be given an opportunity to practice those tactics through in-class exercises and assignments. We also will use group sessions to explore specific writing skill topics. Another major focus of group class days will be on honing grammar and style knowledge, which will be accomplished through quizzes and student presentations on grammar/style topics.

Four weeks of the semester there will be no group class sessions. Instead, on those weeks I will hold a one-on-one editorial conference with each student for about an hour to go over writing assignments, with primary emphasis on discussing the feature story. These meetings for most students will be held during or outside our normal class hours, so you will be asked to sign up for a time that works with your schedule during our conference weeks.

**Rewrites and editorial conferences**
One of the most important parts of writing is rewriting. Very few people get it perfect the first time. Often, you will go through multiple versions before arriving at a finished piece worthy of being published. I emphasize rewriting in this course by meeting with you several times during the semester to discuss your rewriting efforts. These editorial conferences will be invaluable to you for getting one-on-one help and feedback from your professor on your writing.

Here is what a typical assignment process will look like:
- You will write the assignment, and I will return it to you with written comments and suggestions for improvement, along with a grade.
- You will use that feedback to rewrite the assignment. Rewrites should incorporate my suggestions, address issues identified in the first draft and show an overall effort to improve.
- You will share your second draft with me during one of our editorial conferences. While I will not provide extensive written comments the second time, I will provide oral feedback during our conference, and I will give up to 10 points per rewritten assignment according to your effort. If it appears you have put little effort in to rewriting the assignments we are discussing, you will receive few (if any) rewrite points for that conference.

Using the ideas and suggestions we discuss during your editorial conference, you will continue to refine the writing for your final portfolio. The goal is that by the time you turn in the writing as part of your portfolio, you have revised it enough that it is a polished representation of your writing ability that can be presented in an interview.
Assignments
You will gain experience in writing for a wide variety of public relations needs and audiences. **Note:** The final list of assignments and point totals may vary from this list.

<table>
<thead>
<tr>
<th>REGULAR WRITING ASSIGNMENTS: 240 points total</th>
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<tr>
<td>40 Bio</td>
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<td>40 News release</td>
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<td>40 Pitch strategy</td>
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<td>40 Memo</td>
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<td>40 Snapshot</td>
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<td>40 Speaker introduction</td>
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<tr>
<td>REWRITES: 50 points total (due for/discussed in editorial conferences)</td>
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<tr>
<td>40 Editorial conference 2: bio, news release</td>
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<td>20 Editorial conference 3: memo</td>
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<td>40 Editorial conference 4: snapshot, speaker intro</td>
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<tr>
<td>FEATURE STORY: 260 points total</td>
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<td>100 Coach Interview - preparation, first (25), second (25) drafts and final (50)</td>
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<tr>
<td>20 Media Kit outline</td>
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<tr>
<td>25 Media Kit- Interview preparation</td>
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<tr>
<td>100 Media Kit – feature story’s first and second drafts of owner (50 each)</td>
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<tr>
<td>25 Drafts of other Media Kit elements</td>
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<tr>
<td>GRAMMAR AND STYLE: 215 points total</td>
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<tr>
<td>25 Grammar and style presentation 1</td>
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<tr>
<td>25 Grammar and style presentation 2</td>
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<tr>
<td>Be sure to study the grammar lessons from your classmates on your own</td>
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<tr>
<td>50 Quiz 1: Chapters 1-4, Working with Words; AP, A – N</td>
</tr>
<tr>
<td>50 Quiz 2: Chapters 5-10, Working with Words; AP, O – Z</td>
</tr>
<tr>
<td>PORTFOLIO: 215 points total</td>
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<tr>
<td>150 Final Media Kit. Quality of writing, design and presentation of work.</td>
</tr>
<tr>
<td>IN-CLASS PRACTICE//WORK: 35 points total</td>
</tr>
<tr>
<td>40 Approximately 7-8 assignments will be done during class and handed in. Each will be assessed for effort and will receive up to 5 points.</td>
</tr>
<tr>
<td>PARTICIPATION AND PROFESSIONALISM: 50 points total</td>
</tr>
<tr>
<td>50 Various aspects of student performance will be evaluated, with deductions made for unexcused absences, tardiness, lack of class participation, inappropriate use of technology during class, missing deadlines and total errors made on all assignments (after curving).</td>
</tr>
<tr>
<td>1000 TOTAL POINTS FOR COURSE</td>
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</tbody>
</table>
Deadlines
The communication business is deadline-driven. Meeting assignment deadlines for this course is expected and required. **If you anticipate a problem with turning in an assignment on time, please talk to me in advance, before the assignment is due.** If you miss turning in two assignments on time, I will visit with you about dropping the class.

Grading and feedback process
You will receive extensive written feedback on the first drafts of your assignment work and on the multiple drafts of your feature story. I evaluate your work for logical/effective organization of the information, relevant and factual content, writing style, use of good grammar and punctuation, proper spelling and AP style. These are all things your future employers will expect you to do well, so the goal of my assessments is to teach you how to meet those expectations.

Responding to my feedback through rewrites that attempt to address the issues I identify in first drafts will be the key to growing as a writer in this course. It can be a grueling process — for both student and professor — but I can promise by the end of the semester you will see the improvement in your writing IF you put in a sincere effort.

Grading standards
All course work is graded according to the following standards:

**A = Excellent.** This grade is for work of clearly professional caliber (publishable). The writing is clear and well organized; it requires virtually no editing. It is complete and leaves no significant questions unanswered. The work is turned in by or before deadline, needing no changes before submission to clients or editors.

**B = Good.** This grade is for work that could be raised to professional standards. Writing is grammatically correct but may lack the sparkle and fine organization of "A" work. The writing meets the assignment requirements, but may miss the proper emphasis or the best sources.

**C = Acceptable.** This grade is for work that indicates a problem in at least one area, such as organization, factual errors, tact or weak ideas. It does not measure up to professional quality but could be saved through revision.

**D = Unacceptable Performance.** This grade is for work that is clearly unacceptable even in a classroom setting. The writing is confusing, contains mistakes of fact and grammar, and/or is inappropriately targeted. This work may miss the deadlines and reflect little understanding of the assignment.

**F = Failing.** For whatever reason, it appears the student did not take the assignment seriously. This result is often due to personal or time management problems that extend beyond a lack of skills or understanding of the research, writing or production processes.
Grading scale for course
Letter grades and corresponding percentages/points are listed in the table below. The same percentages will be used for scores on individual assignments. To calculate the percentage/letter grade for an individual assignment, divide the points you received on the assignment by the number of points the assignment was worth.

<table>
<thead>
<tr>
<th>COURSE GRADING SCALE</th>
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<tr>
<td>93-100%</td>
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<td>90-92%</td>
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<td>87-89%</td>
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<td>83-86%</td>
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<td>80-82%</td>
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<td>77-79%</td>
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<td>73-76%</td>
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<td>63-66%</td>
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<tr>
<td>60-62%</td>
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<td>59% and below</td>
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Error scores
In the professional world, written communication that contains typographical, grammatical, punctuation, spelling and AP style errors reflects poorly on both writers and the organizations for which they work. For that reason, I place a great deal of emphasis on grammar and style content in this course.

The required texts for this course provide you with the resources you need to ensure accuracy. Use sticky notes to bookmark pages of your common problems and highlight frequently used items. Even though I’ve worked in the industry for 20+ years, there are still AP style rules my brain cannot seem to hang on to. And that’s OK. Only the most seasoned copy editor has the AP Stylebook memorized cover to cover. The rest of us just need to be familiar with its contents and how to find a rule on something quickly.

In addition to the grade you will receive on each assignment, you will receive a separate “error” score. **One point will be deducted for every grammar and punctuation error, typo, AP style and spelling error.** These will be added up throughout the semester and the total, after curving, will be deducted from your professionalism grade. When it is time to determine grades at the end of the semester, the lowest error score sets the curve. For example, in a previous semester the lowest error score was seven, and the highest was 34 — which meant that student lost 27 of the 50 professionalism points just for errors.

You determine how many errors you will make. When you make a mistake, please be sure to correct it in the next draft or in future writing so you do not continue to lose points for the same error.
Submission requirements and save formats
Over the course of the semester, you will submit multiple drafts of each assignment. It can become difficult for both student and professor to keep track of multiple electronic versions without a consistent process for submitting and saving work. Therefore, most assignments will provide specific instructions on how to submit the work and what save format should be used. If these instructions are not followed EXACTLY (particularly with save formats), a 1-point deduction will be taken from the overall score given to the assignment.

When submitting a Word assignment by email, the email subject line and save format will generally be:
DraftNumber_AssignmentTactic_YourLastName

For instance:
1_Bio_Heath (first draft of biography assignment)
2_SpeechIntro_Heath (second draft of speech introduction assignment)
3_Feature_Heath (third draft of feature story assignment)

About the assignments
Here is a brief overview of each assignment and some PR tactics we will cover during the semester. Generally, tactics will be taught and students will practice them through either a graded assignment or an in-class assignment that will not be graded (but will receive effort points). A few tactics will simply be discussed but not practiced, usually because the tactic is closely related to another tactic that was practiced in another assignment. The professor reserves the right to change any of the listed assignments, both graded and not graded.

Bio backgrounder
A backgrounder is just what it sounds like: background information about a topic or issue. Backgrounders can add in-depth information to items mentioned in a news release, for example. Websites often include backgroundersto help users gain a perspective or understand the before/now progression. A bio backgrounder focuses on background information about a person. Bio backgrounder varying in length, depending on the purpose and nature of the communication. They are included in news releases, program booklets, on company websites and many other places.

Crisis communication
Nearly every company will experience a crisis at some point, and there will be a need to communicate to various audiences concerning the crisis. Crisis writing communication centers around the ability to develop and focus on key talking points that can be used in both oral and written communication to various publics.

Direct mail
Within public relations, particularly in nonprofits where fundraising is important, direct appeal messages may be sent directly to audiences through direct mail communication. These messages are usually asking your audience to do something or buy something.
Feature story
The feature story assignment requires you to generate your own information through research and interviews. This will improve your interview skills and help develop your ability to have a two-way conversation with sources. You will identify, prioritize and organize the information you have and write an interesting story. Through multiple drafts, you will take your article to publishing level, which exceeds that of satisfying the requirements for a regular assignment. Feature stories meeting publishing standards will be placed on the Strategic Communication and/or Missouri School of Journalism websites.

Grammar and AP style presentations
Public relations professionals create a variety of presentations as part of their work. All presentations need to be interesting, engage your audience and share information in a clear, focused and easy-to-grasp manner. To gain practice in both developing and giving presentations, each student will be responsible for presenting/teaching two lessons on common grammar and AP style errors during the semester using PowerPoint or Keynote. These presentations should be six minutes and will be timed, which forces you to identify and focus on what is key to your topic. Both of these presentations and your speaker notes will be included in your end-of-semester portfolio.

Grammar and AP style quizzes
Weekly online self-study quizzes and two in-class quizzes will test your knowledge of grammar and Associated Press style. The ultimate goal of these frequent quizzes is to assist students in improving their grammar and AP style knowledge.

In-class quizzes: Two 50-point quizzes will be given during class, and you will have an entire class period to take each quiz, which will be open book. It is suggested that you first answer the questions you know the answers to, then use your reference books to look up the ones you’re unsure about. You can increase your score by refreshing your familiarization of the material prior to the quiz.

Key messages
The purpose of key messages is for an organization to communicate with a unified and positive voice about a designated topic or issue. You will learn how to develop key messages and how to execute them through different communication channels.
Memo
Memos usually are used to increase communication within a company or organization, although sometimes they will be sent to an external audience. While they are not the most exciting form of communication, they are extremely common in the working world. Writing effective memos is an important public relations skill, and therefore will be practiced in this class.

Media kit
The media kit is a collection of information that provides background material to media members on a specific topic, event or announcement. It is distributed to members of the media in order to generate media coverage. Contents of a media kit vary. Typical things included are news releases, backgrounders, bio backgrounders, Q&A sheets and fact sheets.

News release
The news release is the foundational writing application in public relations. It presents an overview of information about an event, activity or issue in one place. The news release assignment builds on the 5Ws and H style you learned in newswriting courses.

Pitching
Pitching is a public relations staple. It is about selling an idea, product, issue, event or activity to a reporter, blogger and others. Pitching can be done by phone or in writing (typically an email). You will practice doing both in an assignment.

Social media snapshot
Part of your job as a public relations professional will be to identify newsworthy and interesting things to communicate about your organization or brand. Learning how to find newsworthy stories and communicate them in writing in a compelling manner will be practiced through a snapshot assignment, with its contents being placed on a social media channel.

Speaker introduction
A speaker introduction is a mini-speech. This assignment uses the Dale Carnegie speaker introduction outline.

Writing portfolio
At the end of the semester, you will create a writing portfolio that is a compilation of all of your assignments in this class. A list of things to include along with a grading rubric will be provided toward the end of the semester. By revising your work after receiving feedback on drafts and in rewrite conferences, you can ensure your portfolio will be ready not only for this final course assignment, but also for presentation to prospective employers.
Graduate students
Graduate and undergraduate students will be graded on a +/− scale. Extra work will be required of graduate students in this course. Graduate students should meet with me no later than four weeks in to the semester to discuss how they will fulfill that additional requirement. Failure to complete this additional assignment with a grade of “C” or better will mean the student does not pass the course.

Professionalism and participation
Students will receive a score for their professionalism and participation throughout the semester. Professionalism and participation includes, but is not limited to, participation, adherence to deadlines, proper grammar, attendance, punctuality, following instructions, appropriate use of technology during class, attitude and ability to work with others. Having issues with any of these areas will lead to point deductions from the professionalism score.

Please note, I ask that you use good judgment before posting on social media about anything in class. Disrespectful comments related to actions or opinions expressed by other students disrupts the learning and trust of free discussion in the classroom.

If you are caught plagiarizing at any point in the semester, the professor is required to report the activity to the Provost office. See academic misconduct statement.

Class sessions and use of technology
Each class session is structured to help you develop your writing skills. Some of the information will be shared in a lecture-style format, through class discussion, in-class reviews, direct feedback on drafts and the like. The professor acknowledges that you might want to use a computer/similar device to take notes, and this is an appropriate use for this technology. What is not appropriate is using class time to check your cell phone/computer for text messages, emails and social media updates. It keeps you from being 100 percent engaged in class, which compromises your learning. Therefore, I ask that you not check your personal communication devices in class.

Core values and competencies
As a student of the Missouri School of Journalism, you are expected to be aware of certain core values and competencies. Specifically, the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) requires that, irrespective of their particular specialization, all graduates should be able to:
• 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;
• Understand concepts and apply theories in the use and presentation of images and information;
• Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
• Think critically, creatively and independently;
• Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
• Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
• Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
• Apply basic numerical and statistical concepts;
• Apply tools and technologies appropriate for the communications professions in which they work.

Academic honesty
Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion.

Academic misconduct includes but is not limited to the following:
• Use of materials from another author without citation or attribution.
• Extensive use of materials from past assignments without permission of your instructor.
• Extensive use of materials from assignments in other classes without permission of your instructor.
• Extensive use of materials from work in media organizations (e.g. internships, articles created for the Maneater, work done for other campus groups, etc.) without permission of your instructor.
• Fabricating information in news or feature stories, whether for publication or not.
• Fabricating sources in news or feature stories, whether for publication or not.
• Fabricating quotes in news or feature stories, whether for publication or not.
• Lack of full disclosure or permission from editors when controversial reportorial techniques, such as going undercover to get news, are used.
When in doubt about plagiarism, paraphrasing, quoting or collaboration, consult with your instructor. For closed-book exams and exercises, academic misconduct includes conferring with other class members, copying or reading someone else's test and using notes and materials without prior permission of the instructor. For open-book exams and exercises, academic misconduct includes copying or reading someone else's work.

**Classroom misconduct**
Classroom misconduct includes forgery of class attendance; obstruction or disruption of teaching, including late arrival or early departure; failure to turn off cellular telephones leading to disruption of teaching; playing games or surfing the Internet on laptop computers unless instructed to do so; physical abuse or safety threats; theft; property damage; disruptive, lewd or obscene conduct; abuse of computer time; repeated failure to attend class when attendance is required; and repeated failure to participate or respond in class when class participation is required. Under MU policy, your instructor has the right to ask for your removal from the course for misconduct, disruptive behavior or excessive absences. The instructor then has the right to issue a grade of withdraw, withdraw failing or F. The instructor alone is responsible for assigning the grade in such circumstances.

**IMPORTANT:** Entering a classroom late or leaving a classroom before the end of the period can be extremely disruptive behavior. Students are asked to arrive for class on time and to avoid early departures. Instructors have the right to deny students access to the classroom if they arrive late and have the right to dismiss a student from the class for early departures that result in disruptions.

**Dishonesty and misconduct reporting procedures**
MU faculty are required to report all instances of academic or classroom misconduct to the appropriate campus officials. Allegations of classroom misconduct will be forwarded immediately to MU's Vice Chancellor for Student Services. Allegations of academic misconduct will be forwarded immediately to MU's Office of the Provost. In cases of academic misconduct, the student will receive at least a zero for the assignment in question.

**Professional Standards and Ethics**
The School of Journalism is committed to the highest standards of academic and professional ethics and expects its students to adhere to those standards. Students should be familiar with the Code of Ethics of the Society of Professional Journalists and adhere to its restrictions. Students are expected to observe strict honesty in academic programs and as representatives of school-related media. Should any student be guilty of plagiarism, falsification, misrepresentation or other forms of dishonesty in any assigned work, that student may be subject to a failing grade from the instructor and such disciplinary action as may be necessary under University regulations.
Audio and video recordings of classes
University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may make audio or video recordings of course activity unless specifically prohibited by the faculty member. However, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of Section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

University of Missouri notice of nondiscrimination
The University of Missouri does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age, disability or status as a protected veteran.

Title IX
Mizzou policies and federal law prohibit all forms of sex discrimination in education, including discrimination on the basis of sex, gender, gender identity, gender expression, sexual orientation and pregnancy. Discrimination includes any form of unequal treatment such as denial of opportunities, harassment and violence. Sex-based violence includes rape, sexual assault, unwanted touching, stalking, dating/interpersonal violence and sexual exploitation.

Because we care about our community, Mizzou employees are required to report all incidents of sex discrimination to the Title IX Office. The Title IX Office connects students with resources and helps them decide whether they wish to file a complaint of discrimination. The Title IX Office also provides accommodations to students who need help with academics, housing or other issues. To learn more, contact title9@missouri.edu or (573) 882-3880, or go to www.title9.missouri.edu. Students may also contact the Relationship & Sexual Violence Prevention (RSVP) Center at rsvp@missouri.edu or (573) 882-6638, or go to www.rsvp.missouri.edu.

For students with disabilities
If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible. If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the MU Disability Center (http://disabilityservices.missouri.edu), S5 Memorial Union, 573-882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for persons with disabilities, click on “Disability Resources” on the MU homepage.
**Religious holidays**
It is the policy of the University of Missouri-Columbia to respect the diversity of our students. Students may want to observe religious holidays and days of special commemoration. Faculty members are encouraged to excuse students who have a conflict with a class period, test or activity because of these obligations. An interfaith calendar of primary sacred times for world religions is available at: [www.interfaithcalendar.org](http://www.interfaithcalendar.org).

**Intellectual pluralism**
The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact their Faculty Chair or the Associate Dean for Undergraduate Studies; the Director of the [Office of Students Rights and Responsibilities](http://osrr.missouri.edu/); or the [MU Equity Office](http://equity.missouri.edu/), or by email at equity@missouri.edu. All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

**NOTE:** The course outline, overview and assignment schedule outlined in this syllabus are subject to change at the discretion of the University or the instructor.

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**Stay connected to Strategic Communication**
Like, Follow and Connect with MU Strategic Communication on:

- [MU Strategic Communication](https://www.facebook.com/MUStratComm) – Your social media home for interesting content about Strat Comm at Mizzou and the industry. Expect Copywriter Contests, memes, awesome ads, PR fails and more.

- [@MUStratComm](https://twitter.com/MUStratComm) – Get up-to-the minute one-liners on trends in advertising, PR, social media and the J-School.

- [MU Strategic Communication](https://www.linkedin.com/company/mu-strategic-communication) – The best place to get the scoop on the latest jobs and internships, connect with alumni and learn about the newest industry insights.

- [@MUStratComm](https://twitter.com/MUStratComm) – A photo potpourri of campus happenings, from pics of the winning touchdown at the home games to hanging out at the Heidelberg.