COURSE OVERVIEW

The course is aimed at students who are eager to develop their skills and abilities in management and leadership with the likely outcome that they will be leaders in media and communication organizations or as entrepreneurs. Rooted in principles of ethical persuasion and strategic communication, it will help students develop individual skills and abilities and the mindset of helping others achieve their goals. This course calls on students to commit to the process of their own growth and self-discovery and to help foster the growth and development of fellow learners. It also incorporates service learning as teams work on a project to address the needs of a nonprofit organization. It will be an intensive experience and, with commitment to the program, will be immediately applicable to the students' current and future personal and professional lives. Inspired by the experience and writings of CEO and world-renowned leader David Novak (Strategic Communication alumnus 1974), this is the one of three leadership courses offered through the Novak Leadership Institute.

PROFESSORS

Margaret Duffy (Ph.D., University of Iowa) is professor of Strategic Communication at the Missouri School of Journalism and Executive Director of the Novak Leadership Institute. An author and consultant, Duffy conducts research and advises media organizations around the world. Her diverse consulting clients include Estee Lauder and the U. S. Army and she has obtained grants from the Pew and Knight Foundations. An award-winning scholar, Duffy’s research focuses on organizational communication, visual communication, narrative, digital media, news, and persuasion ethics. She is a former marketing executive and serves on the board of the Institute for Advertising Ethics.

Brandon Butcher (BJ ’07, MA ’08) is Associate Director of the Novak Leadership Institute at the Missouri School of Journalism. Since 2012, he has taught courses in the Strategic Communication including strategic writing & design, strategic campaigns (AdZou), and social media marketing. Butcher's advertising career includes stints on the client and agency sides with roles spanning creative, strategy and brand management. Getting his start at Dallas-based The Richards Group, Butcher served as digital brand manager for national accounts including QuikTrip, Zales, SMU, and Children’s Health. He then worked as a copywriter & designer for Learfield Sports, creating print, digital and outdoor campaigns for corporate sponsors of leading NCAA Division I athletic programs. More recently he has served as marketing director for start-up companies in the health and craft beer industries. Butcher also has extensive experience in nonprofit leadership, and has directed a wide range of mentorship, leadership and service programs for teens and college students in both domestic and international settings.
COURSE OBJECTIVES

1. To understand leadership principles from David Novak's *Taking People with You* (TPWY) leadership program, and from other top leaders and researchers.
2. To understand the power of recognition and learn how to motivate and empower colleagues, other leaders, and fellow students.
3. To understand how principles of strategic communication, including insight-driven thinking and creativity, contribute to effective leadership.
4. To develop self-awareness about your own strengths and weaknesses in leadership and develop a plan for constant self-improvement.
5. To understand that success as a leader or member of an organization requires that we all need people to help us along the way—and we need to help them.
6. To develop an Individual Leadership Plan (ILP) that will be an evergreen portfolio of your goals, skills, plans and knowledge that you will carry with you throughout your leadership courses and into your professional careers.
7. To enhance your knowledge and skills in interpersonal and organizational communication and understand potential barriers to effective communication.
8. To improve your presentation skills to target audiences and enhance your persuasiveness.
9. To understand and learn how to address issues of diversity and potential implicit bias that may impede individual and organizational success.
10. To develop greater sensitivity to potential ethical breaches and issues, and to strengthen skills in applying ethical principles.

COURSE MATERIALS

Provided Resources:
*Taking People with You*, David Novak
*O Great One!*, David Novak
*The Education of an Accidental CEO*, David Novak
TPWY Leadership Development Guide (workbook)

You will also be responsible for additional readings available in PDF format on Canvas. If you have difficulty logging in to the course or you do not see the course listed, please contact the Mizzou IT Help Desk at 573-882-5000.
COURSE REQUIREMENTS

- Attendance at all class meetings and outside of class activities and trips
- Active participation in leadership development team & completion of weekly reports
- Completion of personal leadership development exercises using your individual TPWY Leadership Development Guide and related assignments
- Completion of weekly readings and individual online Discussion Questions (DQs)
- Completion of (2) business style memos
- Completion of a final team service project providing research, analysis, and strategic recommendations to address an issue for a cause or organization in the community

COURSE STRUCTURE & COMPONENTS

Outside of Class Activities
Students will be required to attend outside of class activities to further develop their leadership skills and gain valuable experiences. Activities may include a combination of the following: Breakout COMO Escape Room, Leadercast COMO, KC trip (in partnership with VML), TEDX COMO, volunteer opportunities, Novak Leadership Lecture Series events

Leadership Development Teams
A crucial element of the course will be your Leadership Development Team (LDT). You will be working in small teams (5-6 individuals) with the primary goal of helping your team members in their own leadership development process. You will need to be open to sharing your goals, concerns, and insights. You will engage in weekly breakout sessions with your LDT and provide encouragement, input and accountability to your peers. You and your LDT will also work together on a service learning project in the Columbia or campus community and develop a strategic plan to help address a specific challenge facing the organization.

LDT Guide Reports
Each week, a different member of your LDT will serve as a guide to help facilitate your team’s discussion. The guide will also be responsible for submitting a summary report of that week’s session. At the start of the semester your team will create a LDT Guide Schedule so you will be able to prepare in advance to lead discussion for your assigned week.

LDT Guide Reports should include the following:
- One paragraph reflection on your role as the LDT Guide (What did you observe regarding group dynamics? What tactics did you use to help facilitate discussion?)
- Three to five highlights or themes from your LDT’s discussion
- One key takeaway you would like to apply to your personal development as a leader

Note: Weekly Team Reports must be submitted via Canvas by Friday at 5 p.m. during your assigned week. Each LDT Guide will receive an individual grade based on his or her report. Late submissions will lose 5 points.

Leadership Development Exercises
Each week, you will complete exercises in your TPWY Leadership Development Guide workbook. The exercises offer a hands-on way to apply the principles and ideas from course lectures and readings. Exercises are assigned on Tuesdays at the end of class. On Thursdays you will share your completed exercises with your Leadership Development Team and receive feedback/input. Note: Personal exercises will not be graded but active participation is required.
**Weekly Readings & Discussion Questions**
Each week, you will have required readings based on the course schedule. Readings may consist of chapters from David Novak's books, excerpts from other books, relevant articles from credible online or print publications, or scholarly journal articles. Readings will be discussed in class each week. Discussion Questions (DQs) must be completed on Canvas by Friday at 11:59 p.m. the week they are assigned. Comments on (2) peer responses must be completed by Sunday at 11:59 p.m. DQ responses should be 300-500 words in length and list sources using APA Style ([https://owl.english.purdue.edu/owl/section/2/10/](https://owl.english.purdue.edu/owl/section/2/10/)).

**Discussion Question Grading Criteria (40 points each)**
- Response demonstrated thoughtful analysis of the unit and topic, showed critical reflection, and provided strong points, supported with clear examples. (30 pts)
- Commented on (2) peer responses. Comments demonstrate thoughtful digestion of peer responses and add insight to peers' thinking on the subject. (5 pts per comment)
- 5 points automatically subtracted from grade for late submissions

**Professional Memos**
Instead of traditional tests, you will write two business style memos. These are similar to what you will do in a business situation and will be open book and open note. Memos will be completed outside of class during weeks 4 and 9 in place of online discussion questions. Each memo is worth 100 points for a total of 200 points. The goal is to see how well you apply course concepts, solve problems, think critically and write persuasively. Memos should be roughly 600-800 words (approximately 3 pages, double-spaced) and cite sources using APA Style ([https://owl.english.purdue.edu/owl/section/2/10/](https://owl.english.purdue.edu/owl/section/2/10/)).

Note: Memos will appear as assignments on Canvas and must be submitted by the deadline. Late memos will receive no more than half credit. An official plagiarism checker will be used.

**Service Learning Project**
Your LDT will be assigned to a nonprofit organization in the local community, state or region and will create a project of significance and a final presentation. Your team will conduct primary and secondary research, analyzing key stakeholders (organizations, community members, governmental entities, etc.) to gain insights and seek solutions for how to address a specific problem or challenge. Students are also required to volunteer at their assigned client to better understand the context and challenges facing the organization. The project will culminate in a formal presentation attended by key stakeholders from the organization. The final deliverable will be the packaged presentation consisting of situation analysis, research findings, insights, and strategic recommendations. The project should incorporate principles of TPWY leadership learned throughout the course and utilize the insight-driven approach outlined in TPWY materials.

*Note: Final Projects will be graded based on a combination of instructor and peer evaluations (each comprising \( \frac{1}{2} \) of your final project grade). Instructor evaluations will take into account client evaluations from your final presentations.*

**Service Project Hours Reports**
During the final project (beginning week 10), each team member will submit an hours report on Canvas each week by Friday 5 p.m. The purpose of the weekly hours report is to simulate a professional agency experience where you would report your time spent on individual projects. The reports also help encourage team members to contribute an equal number of hours so no individual member bears more of the load. Finally, these reports will track your total number of volunteer hours (each student must volunteer a minimum of 5 hours with the
assigned service organization). Hours reports should include a list of tasks completed that week, the number of hours spent on each task, and the total number of hours worked and volunteered. (A Google Sheets template will be provided and students will simply update the spreadsheet each week and submit via Canvas.)

Note: Service Hours Reports will be graded at the end of the semester based on completion of weekly reports, completion of minimum volunteer hours and hours contributed to final project.

Attendance & Participation
Attendance: You will be allowed two excused absences, BUT you must email the professor before the missed class or it’s considered unexcused. Unexcused absences (i.e., when students “skip” class or forget to email the professor in advance) will receive minus -10 points for participation. Students who have five or more absences may be asked to drop the course or may take an F in the class. All formally announced outside-of-class activities are mandatory and subject to the same policy stated above.

Participation: 1) talk in class and in LDT breakout sessions, 2) ask good questions, 3) give thoughtful responses, 4) demonstrate you’ve done the readings, 5) listen and respond to others, 6) share examples, and 7) complete in-class and outside-of-class activities.

Note: Attendance & participation grades are calculated based on attendance reports plus instructor evaluation of your participation/professionalism during course activities.

Submitting Work
This course relies heavily on Canvas for assigning and submitting work. It is important that you familiarize yourself with the Canvas platform. Please don’t use excuses such as “I lost my file” or “Canvas wasn’t working” or the “Internet was down.” Save files often and back up your work on the J-School drive, on another hard drive, or other device. If you are having trouble with Canvas, please contact the Mizzou IT Help Desk at 573-882-5000.

Laptop & Mobile Device Policy
We understand that many of you will want to use your laptop to take notes during class lectures, discussions or LDT breakout sessions. Please exercise professionalism and show respect to your classmates and instructors when using your laptop. Using your laptop or mobile devices for unrelated tasks is both disrespectful and distracting to your peers and instructors. Use of laptops is permitted with the following constraints:

- Using social media or messaging apps during class is prohibited
- Surfing the web during class is prohibited
- Laptops must be used for the sole purpose of taking notes or accessing information relevant to the classroom or LDT discussion
- Cell phones must be silenced and put away during classroom and LDT discussions. Cell phones may be used during class only for LDT conference calls or phone interviews related to the service project
- Students will receive (1) written warning if the above policy is violated
- 20 points (2% of your overall grade) will be deducted from your participation grade for each instance following a warning
GRADING

Your acceptance into the Strategic Leadership course is an indication that you have already demonstrated a standard of excellence during your time as a Strategic Communication student. It is assumed that you will continue to perform at this level. Your grade will be based on the combination of your individual efforts, how you work as a member of your team, and your team's final project and presentation. For your final presentation, you will complete a self-evaluation and personal reflection paper. In addition to receiving feedback from your professors and client, you will also submit peer-evaluations for each of your team members.

5 Online DQs (40 points each) 200
2 Memos (100 points each) 200
LDT Guide Report 50
Service Project Hours Reports 50
Service Learning Project (Peer Evaluation) 200
Service Learning Project (Instructor / Client Grade) 200
Attendance/Participation 100
*Graduate Project 200

Total Points Possible: 1000

*Note: Graduate students ONLY must complete one additional paper worth 200 points and are graded on 1200-point scale (see "Graduate Student Project" section below). For graduate students, any grade 69.9% or less is not considered a passing grade.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Definition</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
<td><strong>A = Outstanding work.</strong> Outstanding achievement relative to the level necessary to meet course requirements. Performance was of the highest level. Excellence while meeting course objectives was sustained throughout the course. Not only was the student's performance clearly and significantly above satisfactory, it was also of an independent and creative nature.</td>
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<tr>
<td>A-</td>
<td>90-93.9%</td>
<td><strong>A- = Excellent work.</strong> Excellent achievement relative to the level necessary to meet course requirements. Performance was clearly and significantly above satisfactory, and was creative and independent.</td>
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<tr>
<td>B+</td>
<td>87-89.9%</td>
<td><strong>B+ = Near excellent work.</strong> Achievement was significantly above the level necessary to meet course requirements. Performance was clearly and significantly above satisfactory, and was creative and independent.</td>
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<tr>
<td>B</td>
<td>84-86.9%</td>
<td><strong>B = Very good work.</strong> Achievement significantly above the level necessary to meet course requirements. Performance was very good, although not of the highest level. Performance was clearly and significantly above satisfactory fulfillment of course requirements (For undergraduate students: B = meritorious. For graduate students: B = adequate).</td>
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<tr>
<td>B-</td>
<td>80-83.9%</td>
<td><strong>B- = Good work.</strong> Achievement at a level just above that necessary to meet course requirements. Performance was notable.</td>
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<td>Grade</td>
<td>Percentage Range</td>
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<tr>
<td>C+</td>
<td>77-79.9%</td>
<td>Slightly above satisfactory work. Achievement that meets the course requirements. Performance was slightly more than adequate.</td>
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<tr>
<td>C</td>
<td>74-76.9%</td>
<td>Satisfactory work. Achievement that meets the course requirements. Performance was adequate, although marginal in quality (For undergraduate students: C = adequate. For graduate students: C = inadequate).</td>
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<tr>
<td>C-</td>
<td>70-73.9%</td>
<td>Slightly below satisfactory work. Achievement that barely meets the course requirements. Performance has been slightly below satisfactory and was marginal in quality. (Lowest permissible grade for a graduate student)</td>
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<tr>
<td>D+</td>
<td>67-69.9%</td>
<td>Passing work. Achievement below satisfactory in meeting course requirements. Student demonstrated below satisfactory achievement in meeting course objectives, yet fulfilled a sufficient enough portion of the course objectives that repeating the course is not necessary unless required by the academic unit.</td>
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<tr>
<td>D or D-</td>
<td>60-66.9%</td>
<td>Minimum passing work. Achievement is barely worthy of credit. Student demonstrated unsatisfactory achievement in meeting course objectives, yet fulfilled a sufficient enough portion of the course objectives that repeating the course is not necessary unless required by the academic unit.</td>
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<td>F</td>
<td>59.9% or less</td>
<td>Failed – no credit. A failure to meet course requirements. The work of course objectives were either: 1) completed but not at a level of achievement that is worthy of credit, or 2) have not been completed and there was no agreement between the instructor and the student that the student would be awarded an &quot;I&quot; (incomplete).</td>
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**Graduate Student Project**

Graduate students will complete an annotated bibliography as a required additional assignment. Graduate students will meet with the professor individually and propose a list of readings that pertain to the student's research question or topic of interest. The graduate assignment is worth an additional 200 points on top of the regular total points for the course. Graduate students will be graded on the same grade scale outlined above.

Once the professor approves the topic, graduate students are to create a list of 15 readings by conducting a search for academic articles that relate to their subject area. Your annotated bibliography will include a list of citations followed by a brief (usually about 150-200 words) descriptive and evaluative paragraph of the article, book or document. Examples of academic journals include: *Journal of Leadership & Organizational Studies, Management Communication Quarterly, The Leadership Quarterly, Strategic Management Studies, Harvard Business Review, Journal of Interactive Advertising, Journal of Advertising, Journal of Advertising Research, Journal of Current Issues & Research in Advertising, Journal of Interactive Marketing, Journalism & Mass Communication Quarterly*, etc. Examples of professional publications include Ad Age, Marketing News, and many popular books that provide leadership and management advice. We encourage you to consult with Journalism Library staff for assistance and take advantage of the Novak Leadership Collection.
<table>
<thead>
<tr>
<th>Wk</th>
<th>Topic</th>
<th>Readings (complete prior to class)</th>
<th>Tuesday</th>
<th>Workbook Exercises</th>
<th>Thursday</th>
<th>Discussion Question</th>
<th>Outside of Class Activity</th>
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<tbody>
<tr>
<td>2</td>
<td>An Insight-Driven Approach To Leading People &amp; Achieving Big Goals: Part 2: Goal Setting &amp; Strategy</td>
<td>Finish any remaining readings from previous week</td>
<td>Aug 29 - Discuss readings - Mini-lecture - Goal Setting &amp; Strategy (MD) - Introduce service project - Nonprofit volunteering opportunities</td>
<td>- Big Goal - People Map - Insights - Goal Setting Worksheet</td>
<td>Aug 31 - LDT Breakout Session - Share exercise/s (led by guide) - Share Big Goal Exercise</td>
<td>DQ 2: Share the Big Goal you set in this week's exercise. Discuss a few of the reasons why you chose this particular goal as well as some of the specific challenges you think you may encounter in pursuit of your big goal. What strategies will you use to overcome these challenges?</td>
<td>LDT Report #1 (Submitted by LDT Guide)</td>
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<td>4</td>
<td>Be An Avid Learner: Seek and Build Know-How</td>
<td>Novak: TPWY, Chp 3 Goleman: What Makes a Leader? HBR (1998) Drucker: The Essential Drucker, Leadership as Work, Chp 19 Argyris: Empowerment: The emperor's new clothes, HBR (1988)</td>
<td>Sep 12 - Analyze your assessment results - Guest Speaker: Kerry Goette, Aperio Consulting Group</td>
<td>- Review Personal Assessments and set goals for growth - 3x5 Grow Yourself - Wed night in KC at Hotel: LDT Breakout Session to review assessment results</td>
<td>Sep 14 VML Purpose Day (Travel in vans to KC day before Depart at 4pm from J-School) - Morning - Service Project - Afternoon - Tour of VML - Jon Cook, CEO - VML Foundation - VML employees - Meet mentors</td>
<td>Memo 1 - Hit the Ground Running Plan Research a place you’d like to work that you think would be good fit based on your assessments and goals. Using your assessment results and information on the company you researched, outline a plan to successfully “hit the ground running” for the first 3 months if you were to be hired to work for that company.</td>
<td>VML Purpose Day LDT Report #3 (Submitted by LDT Guide) David Novak Visit (Attend and assist with Novak Institute Gift Announcement on Friday 9/15, 9am in The Great Room at Reynolds Alumni Center)</td>
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<td>Week</td>
<td>Topic</td>
<td>Reading</td>
<td>Lecture</td>
<td>Guest</td>
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<td>8</td>
<td>Winning Together: Diversity &amp; Culture</td>
<td>Novak: TPWY, Chp 10-14 Drucker: The Essential Drucker, Social impacts and social problems (Chp 5) Graysberg &amp; Connelly, Great leaders who make the mix work. HBR (2013)</td>
<td>- Lecture: Diversity and Culture (CT)</td>
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*Note: * denotes important readings or assignments.
### TPWY: Strategic Communication Leadership - Course Schedule / FS17

<table>
<thead>
<tr>
<th>Week</th>
<th>Service Project – Introduction &amp; Briefings</th>
<th>Oct 24</th>
<th>Oct 26</th>
<th>Weekly Hours Report</th>
<th>Nonprofit Volunteering</th>
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<tbody>
<tr>
<td>10</td>
<td>Oct 24 - Special Olympics</td>
<td></td>
<td>Work on Research Plan in class</td>
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<td></td>
<td>Client Project Briefing (client visits)</td>
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<td>Weekly Hours Report</td>
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<td>Nonprofit Volunteering</td>
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<tr>
<td>11</td>
<td>Service Project - Research Plan</td>
<td>Oct 31</td>
<td>Nov 2</td>
<td>Weekly Hours Report</td>
<td>Nonprofit Volunteering</td>
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<tr>
<td></td>
<td>Oct 31 - Present Research Plan (15 min</td>
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<td>Work in LDTs on research in class</td>
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<td>each team)</td>
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<td>12</td>
<td>Service Project - Research</td>
<td>Nov 7</td>
<td>Nov 9</td>
<td>Weekly Hours Report</td>
<td>Nonprofit Volunteering</td>
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<td>Nov 7 - Work in LDTs on research in class</td>
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<td>Work in LDTs on research in class</td>
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<td>13</td>
<td>Service Project – Research Findings &amp;</td>
<td>Nov 14</td>
<td>Nov 16</td>
<td>Weekly Hours Report</td>
<td>Nonprofit Volunteering</td>
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<td>Insights</td>
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<td>Nov 14 - Present research findings/insights and strategic recommendations Teams 1 &amp; 2 (30 min each)</td>
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<td></td>
<td>Nov 16 - Present research findings/insights and strategic recommendations Teams 3 &amp; 4 (30 min each)</td>
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<td>14</td>
<td>Thanksgiving</td>
<td>Nov 18 – Nov 26</td>
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<td>Weekly Hours Report</td>
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<tr>
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<td>(Nov 18 – Nov 26)</td>
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<td></td>
<td>Rehearse final presentation as needed</td>
<td>Submit deliverables for final review</td>
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<tr>
<td>15</td>
<td>Service Project – Dress Rehearsals</td>
<td>Nov 28</td>
<td>Nov 30</td>
<td>Weekly Hours Report</td>
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<td></td>
<td>Nov 28 - Dress Rehearsal (Teams 1 &amp; 2): 30 min each</td>
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<td>Dress Rehearsal (Teams 3 &amp; 4): 30 min each</td>
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<td></td>
<td>Rehearse final presentation as needed</td>
<td>Submit deliverables for final review</td>
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<tr>
<td>16</td>
<td>Service Project – Final Client</td>
<td>Dec 5</td>
<td>Dec 7</td>
<td>Weekly Hours Report</td>
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<td></td>
<td>Presentations</td>
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<td>Peer Evaluations Due</td>
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<td>Dec 5 - Final Presentations</td>
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<td>Final Reflection Paper: How did you apply the TPWY Principles to this project? – Due Monday 12/11</td>
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<td>Monday 12/11</td>
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<td>- 12.30 pm – 3.30 pm in Fred Smith</td>
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<td>Final Reflection Paper: How did you apply the TPWY Principles to this project? – Due Monday 12/11</td>
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<td>Monday 12/11</td>
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<td></td>
<td>Forum (student and client video testimonials)</td>
<td></td>
<td>Final Reflection Paper: How did you apply the TPWY Principles to this project? – Due Monday 12/11</td>
<td></td>
<td>Monday 12/11</td>
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</tbody>
</table>
Weekly Tasks

**Tuesday:** Large group discussion of readings (both book and online readings), mini-lecture, new exercises assigned

**Wednesday:** Complete week’s exercises

**Thursday:** Discuss completed exercises in class in teams

**Friday:** LDT Guides submit *LDT Guide Report* by 5 p.m. on Canvas (only for your assigned week). Submit Discussion Post by 11:59 p.m. on Canvas

**Sunday:** Comment on (2) posts by 11:59 p.m. on Canvas, be prepared to discuss new readings in class on Tuesday
COURSE POLICIES

Canvas
Instructors will communicate, distribute materials and conduct online assessments in Canvas. It is your responsibility to regularly check the course Canvas site for new developments and to monitor your grade for the course. If you think a grading mistake has been made, it is your responsibility to contact me within one calendar week of posting. After one calendar week, all grades are final. Official emails will be sent only to your Paw Print email account. If you would like in-depth tutorials on how to use Canvas, please visit guides.canvaslms.com

University Policies
Within the Syllabus tab of the Canvas course site, students will find links to various university policies on academic issues, copyright and acceptable use, as well as a statement of nondiscrimination. Additionally, here are policies related specifically to this course and the Missouri School of Journalism.

Academic Integrity
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 w/o citation or attribution
- Use of verbatim materials from another author w/o citation or attribution
- Extensive use of materials from past assignments w/o permission of your instructor
- Extensive use of materials from assignments in other classes w/o permission of 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 is defined by the University of Missouri’s collected rules and regulations are also outlined in the M-Book Student Code of Conduct.

Classroom misconduct can include obstruction or disruption of teaching, such as late arrival or early departure or failure to turn off mobile devices unless otherwise instructed. Classroom misconduct can also include misuse of computing resources, harassment, bullying, 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.

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. This is particularly true of large lectures, where late arrivals and early departures can be most disruptive. 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.

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.

Dishonesty and Misconduct Reporting Procedures
MU faculty are required to report all instances of academic dishonesty or classroom misconduct to the appropriate campus officials. Allegations of classroom misconduct must be reported to MU's Office of Student Conduct. Allegations of academic misconduct must be reported to MU's Office of the Provost.

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.

Copyright in course materials
The materials you encounter in your coursework at Mizzou is subject to many different types of copyright protection, depending on the author as well as how it is used. In a single course you may encounter materials created by your instructor, an article that is shared with you in an extemporaneous way under the Teach Act, and materials such as course packets where each copy includes a royalty payment to the author. As a student, you are responsible for how you use course materials and must ensure that the rights of copyright holders are not violated by sharing them, posting materials online, etc.

Student work and copyright
Just like materials created by your instructor are protected by copyright, the things you create as a student are owned by you. For example, if your instructor uses TurnItIn to check for plagiarism in student papers, the University has an agreement with TurnItIn so that no papers are shared with that company and are only used to cross-reference.

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.

Office for Civil Rights & Title IX Information:
University of Missouri policies prohibit discrimination on the basis of race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, pregnancy, age, genetic information, disability and protected veteran status. 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.

If you experience discrimination, you are encouraged (but not required) to report the incident to the MU Office for Civil Rights & Title IX. Learn more about your rights and options at civilrights.missouri.edu or call 573-882-3880. You also may make an anonymous report online.

Students may also contact the Relationship & Sexual Violence Prevention (RSVP) Center, a confidential resource, for advocacy and other support related to rape or power-based personal violence at rsvp@missouri.edu or 573-882-6638, or go to rsvp.missouri.edu.

Both the Office for Civil Rights & Title IX and the RSVP Center can provide assistance to students who need help with academics, housing, or other issues.

Required Referral: Mizzou employees are required to refer all incidents of sex discrimination to the Office for Civil Rights & Title IX. The Office connects students with resources and helps them decide whether they wish to file a complaint of discrimination. To learn more, contact title9@missouri.edu or 573-882-3880, or go to civilrights.missouri.edu.

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, S5 Memorial Union, 573-882-4696, and then notify me of your eligibility for reasonable accommodations.

Religious Holidays
Students are excused for recognized religious holidays. Let your instructor know in advance if you have a conflict. For more information on the University’s commitment to religious diversity, please visit https://diversity.missouri.edu/religions/

Intellectual Pluralism
The University community welcomes intellectual diversity and respects student rights. Students who have questions concerning the atmosphere in this class (including respect for diverse opinions) may contact your faculty chair or associate dean; or the director of the Office of Students Rights and Responsibilities (http://osrr.missouri.edu/); the MU Equity
Office, or equity@missouri.edu. All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

**Professional Values and Competencies:**
The Accrediting Council on Education in Journalism and Mass Communications requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and 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 current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.