J4301/7301 – Taking People with You: Entrepreneurship & Innovation

J4301/7301 – TPWY: Entrepreneurship & Innovation (Spring 2018)

3 credit hour course
Open to upper-level Journalism students and Journalism graduate students
Online components of the course are administered via Canvas Learning Management System

COURSE DESCRIPTION
In this course, students explore the current landscape of entrepreneurship and learn a customer-first approach to solving problems while gaining valuable leadership skills for a head start in their careers. Students will leave better prepared to pursue their own entrepreneurial ideas or to become innovators and “intrapreneurs” within existing organizations. The course introduces students to David Novak’s Taking People With You method of leadership as well as the popular design-thinking process and gives them the opportunity to put these methods into practice. To simulate the entrepreneurial process, students are given a real-world problem that they must solve by developing an innovative product or service. Teams of 3-4 students engage in research, brainstorming and ideation, rapid prototyping, and iterative design to develop insights and a viable solution to meet the needs of real customers. Teams also conduct a market analysis and develop a business strategy for launching their start-up. The course culminates in a pitch competition in which teams present their ideas and strategies to a panel of industry experts. In the process, students will gain valuable leadership skills, develop an entrepreneurial mindset, discover the importance of diversity and inclusion for teams, and hone their ability to accomplish big goals by taking people with them.

PROFESSORS
Brandon Butcher, (BJ ’07, MA ’08) is Associate Director of the Novak Leadership Institute at the Missouri School of Journalism. Butcher directs student programs, strategic partnerships and marketing for the institute and co-developed the NLI courses and curriculum. Since 2012, he has taught courses in Strategic Communication including strategic writing & design, strategic campaigns (AdZou), and social media marketing. Butcher’s background in advertising 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, Zal,es, Southern Methodist University, 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 beverage 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.

Margaret Duffy, (Ph.D, University of Iowa) is professor and Executive Director of the Novak Leadership Institute. She developed the concept for the NLI and its content in consultation with YUM! Brands’ CEO, David Novak. 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.
COURSE OBJECTIVES

• Survey the current entrepreneurship landscape through lectures, readings and films
• Conduct research into customer needs and interests and develop a customer-first approach to developing insights and solving problems
• Understand that success as a leader or entrepreneur requires that we all need people to help us along the way—and we need to help them
• Learn how to address issues of diversity and potential implicit bias that may impede individual and organizational success
• Explore new innovations and technology in the media/journalism landscape
• Explore challenges and opportunities of entrepreneurship
• Learn the methodologies of Taking People With You and design-thinking
• Practice and apply principles of human-centered design to solve a real consumer need
• Translate idea into a start-up with a business plan and marketing plan
• Gain experience presenting to investors and selling ideas
• Hear from real entrepreneurs (guest speakers), and gain a realistic understanding of what it takes to be an entrepreneur
• Learn how to incorporate principles of innovation and an entrepreneurial mindset into existing organizations

COURSE OVERVIEW

Part 1: Overview of entrepreneurship & innovation
- Introduction to entrepreneurship
- Surveying the media entrepreneurship landscape
- Exploring the impact of technology on innovation & recent trends

Part 2: A customer-first approach to problem solving & innovation
- Thinking like a marketer and Taking People With You as an entrepreneur (includes introduction to TPWY, design-thinking, and customer-first approach to solving problems)

Part 3: Design-Thinking Workshop
- Develop a real-world solution (product or service) to solve a real customer need using design-thinking process and Taking People With You methods.

Part 4: The Business of Entrepreneurship
- Develop business & marketing plan to pitch investors (culminates in pitch competition)

Hands-on (Missouri Method) Learning Component
• Develop an original idea/solution using the design-thinking process and Taking People With You methodology, culminating in a pitch accelerator competition
• Present idea to a professional panel of industry experts/investors
  - Start-up teams (3-4 students) are given prompts to choose from
    o Example: A better way for college students to save money
  - Students learn how to think like a marketer and an entrepreneur (conduct research, use design-thinking process and develop business/marketing plan)
COURSE MATERIALS

Students will be provided with David Novak's books. Excerpts of the following books will be posted on Canvas.

- *Taking People with You*, David Novak (2011)
- *The Art of Innovation*, Tom Kelley (2016)
- *Change by Design*, Tim Brown (2011)
- *The Design of Business*, Roger Martin (2009)
- *Disciplined Entrepreneurship*, Bill Aulet (2013)
- *Entrepreneur Magazine*: https://www.entrepreneur.com
- *Made to Stick*: Heath & Heath
- *Well-Designed: How to Use Empathy to Create Products People Love*. Kolko, 2014

You will also be responsible for additional readings available in PDF format on Canvas. If you have difficulty logging in to the course, please contact the Mizzou IT Help Desk at 573-882-5000.

COURSE SCHEDULE

I. OVERVIEW OF ENTREPRENEURSHIP & INNOVATION

**Week 1 - Introduction to Entrepreneurship**
1. Introduction and course overview
2. So you want to be an entrepreneur? Introduction to entrepreneurship (Why do you want to be an entrepreneur? What attracts you to it? What are your hopes, dreams, fears? What is entrepreneurship? What is disruption?)

*Readings:*
- *Disciplined Entrepreneurship* (Bill Aulet, 2013)

**Week 2 - Trending: #Entrepreneurship**
1. What we learned from Silicon Valley Entrepreneurship in the 21st Century / Start-up America and the challenges of being an entrepreneur
2. Guest speaker entrepreneur

*Film: Start-up America*

*Discussion Question 1*

**Week 3: Technology & Innovation**
1. The role of technology in innovation (survey disruptive technology) & survey entrepreneurship landscape in media/communication industry
2. Guest speaker technology & media (Jim Spencer?)

*Reading: The Medium is the Message* (McLuhan)

*Discussion Question 2*
II. CUSTOMER-FIRST APPROACH TO PROBLEM SOLVING & INNOVATION

Week 4: Thinking Like A Marketer & Taking People With You
1. Introduction to Taking People With You
2. People Maps and Insights

Reading: Taking People with You, David Novak (2011)
Discussion Question 3

Week 5: Design Thinking
1. Introduction to Design-Thinking
   - Empathize: Uncover customer pain points (empathize)
   - Define: State the problem (pain points) and key insights in simple terms
   - Ideate: Brainstorm solutions
   - Prototype: Develop a basic prototype of the solution in a shareable format
   - Test: Share your idea and product with real potential customers
   - *Conduct research and solicit feedback after each phase

2. Design-Thinking in Action
   - Examples and activities: Design sprints, dschool bootcamp exercises, IDEO webinar with David Kelley

Readings:
The Art of Innovation, Tom Kelley (2016)
Change by Design, Tim Brown (2011)
The Design of Business, Roger Martin (2009)

Film: Abstract: The Art of Design (Documentary series on design-thinking from Wired Magazine)
Discussion Question 4

III. DESIGN-THINKING WORKSHOP & STARTUP COMPETITION

Week 6: Introduction & Teams Selections
1. Introduce Start-up Workshop and assign teams
   - Part 1: Design-Thinking Process (Problem definition & insights, Ideation, Prototyping, Test)
   - Part 2: Business of Entrepreneurship (Business Plan, Legal, Fundraising & Marketing/Launch Plan)
   - Show examples from SXSW Startup Accelerator Competition (5-min pitches)
2. Teams select area of interest and target audience / form "how might we?" statements

Conduct secondary research / market analysis
Reading: https://www.entrepreneur.com/encyclopedia/secondary-market-research
https://libraryguides.missouri.edu/stratcomm
Guest speaker: Dorothy Carner on research

Week 7 - Empathize / Define
Empathy: The secret to developing world-changing ideas
   1. Primary research / target audience and problem definition
   2. Key insights and pain points
Readings:
Well-Designed: How to Use Empathy to Create Products People Love. Kolko, 2014
How to Change the World: Bornstein, 2007

Milestone 1: Problem Definition & Insights

Week 8 - Ideate
Ideation: The key to idea generation
1. Brainstorming ideas
2. Idea selection (ensure business model)

Milestone 2: Idea

Week 9 - Make
Prototyping: Developing your concept, model or sample product to test
1. Rapid Prototyping
2. Refinement based on feedback

Week 10 – Spring Break (No Class)

Week 11 - Test
Iteration: The process of refining your solution based on feedback
1. User testing
2. Refinement

Milestone 3: Prototype

IV. THE BUSINESS OF ENTREPRENEURSHIP

Week 12 – Business Plans & Investors
1. Developing business plans, legal, trademarking
2. Financing Your Startup – venture capital and fundraising (guest speaker)

Week 13 – Launching Your Business
1. Marketing Plans
2. Launch Plan

Milestone 4: Marketing & Launch Plan

Week 14 - Pitch
1. Perfecting The Pitch: Presenting your ideas to take people with you
2. Pitch outline and storytelling
   • Keynote development

Week 15 - Rehearsals
1. Pitch Rehearsals
2. Pitch Rehearsals

Week 16 - Pitch Competition
1. Pitch Competition to panel of entrepreneurs (10-minute presentations)
COURSE REQUIREMENTS

• Attendance at all class meetings and outside of class activities and trips
• Active participation in start-up team & completion of bi-weekly reports
• Completion of weekly readings and individual online Discussion Questions (DQs)
• Completion of weekly assignments and check-ins
• Completion of a 10-minute final presentation to panel of industry experts pitching an innovative solution to real-world consumer problem (includes market analysis, product/service idea, prototype or service model, and launch plan)

COURSE STRUCTURE & COMPONENTS

Start-up Teams
A crucial element of the course will be your start-up team. You will be working in small teams (3-4 individuals) with the primary goal of developing a real solution to a consumer need in the form of a product or service. You will work together to talk to real consumers and collect research and feedback in an ongoing manner. You will need to coordinate your schedules, share responsibilities, and be consistent in sharing ideas, insights and concerns. You will also engage in weekly outside-of-class meetings with your team and provide updates, input and accountability as you work toward your final deliverables.

Milestone Assignments
While engaging in the design-thinking process to develop a solution (product or service) to a real-world problem, teams will submit the following milestone assignments.

• Milestone 1: Problem Definition & Insights
• Milestone 2: Idea & Design
• Milestone 3: Prototype
• Milestone 4: Marketing & Launch Plan

Weekly Start-up Team Reports
Each week during the design-thinking process, a different member of your start-up team will submit a report summarizing your activity and progress. At the start of the project your team will create a report calendar so you will know when you are scheduled to submit.

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

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/).
Discussion Question Grading Criteria (50 points each)

- Response demonstrated thoughtful analysis of the unit and topic, showed critical reflection, and provided strong points, supported with clear examples. (40 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

Final Project – Pitch Competition Presentation
Your start-up team will select a real-world problem facing real consumers for which you will develop a solution in the form of a product or service. You will engage in the design-thinking process and incorporate the Taking People With You methodology to conduct a market analysis and gather research on your target, which you will translate into insights. Your team will then conduct brainstorming sessions to arrive at an innovative idea, engage in iterative design and rapid prototyping, and gather ongoing feedback from your target as you move toward a working solution. You will also conduct primary and secondary research, analyzing key stakeholders (competitors, investors, consumers, employees, government regulators) that you will need to take with you as you work toward a functional business plan and successful launch. The final deliverable will be a 10-minute presentation to a panel of industry experts/investors in a pitch accelerator competition.

Note: Final Projects will be graded based on a combination of instructor and expert evaluation (comprising ¼ of your final project grade) and peer evaluations (comprising ½ of your final project grade).

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.
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. In addition to receiving feedback from your professors and panel of experts, you will also submit a self-evaluation and peer-evaluations for each of your team members.

4 Online DQs (50 points each) 200
Milestone 1: Problem Definition & Insights 50
Milestone 2: Idea & Design 50
Milestone 3: Prototype & Business model 50
Milestone 4: Marketing & Launch Plan 50
Final Pitch (Expert Panel Evaluation) 100
Final Pitch (Instructor Evaluation) 100
Final Pitch (Peer Evaluation) 200
Startup Team Reports (2 reports, 50 points each) 100
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.

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<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Definition</th>
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<tr>
<td>A</td>
<td>94-100%</td>
<td>A = Outstanding work. 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>A- = Excellent work. 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>B+ = Near excellent work. 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>B = Very good work. 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>Grade</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>C+</td>
<td>77-79.9%</td>
<td><strong>C+ = Slightly above satisfactory work.</strong> 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><strong>C = Satisfactory work.</strong> 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><strong>C- = Slightly below satisfactory work.</strong> 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><strong>D+ = Passing work.</strong> 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><strong>D = Minimum passing work.</strong> 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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<tr>
<td>F</td>
<td>59.9% or less</td>
<td><strong>F = Failed – no credit.</strong> 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. We encourage you to consult with Journalism Library staff for assistance and take advantage of the Novak Leadership Library Collection.
COURSE POLICIES

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 lectures or larger group discussions 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 team meetings.
- Cell phones may be used during class only for tasks related to team projects.
- 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

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/](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/](http://osrr.missouri.edu/)); the MU Equity Office, or [equity@missouri.edu](mailto: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.