



Novak Leadership Institute

University of Missouri

J1301 Chancellor's Leadership Course

- 1 credit hour, meets once a week, 75 minutes
- Prerequisites: None
- Open to first year and selected sophomore students
- All materials provided to students at no cost
- Online components of the course administered via Canvas Learning Management System

COURSE OVERVIEW

This course is rooted in the core Mizzou values of Respect, Responsibility, Discovery and Excellence and you'll see them reflected in the entire program. Leadership is a set of skills that everyone can grow and with this 1-hour course, you'll start on your leadership journey. The course offers practical and proven strategies to help you become a more effective communicator, develop your people skills, enhance your self-confidence, and gain strategies for leading yourself and others. Through a hands-on curriculum, you'll complete real-world activities, collaborate with peers, and engage with leadership coaches to chart a personal leadership path that will set you up for success at Mizzou and beyond!

Inspired by the leadership programs and research at Mizzou including the Novak Leadership Institute, Cornell Leadership Program, the College of Business Management Department, the Department of Psychology, the College of Education, Strategic Communication in the School of Journalism, and writings of Mizzou alumnus David Novak, retired CEO of YUM! Brands (Pizza Hut, Taco Bell, and KFC), you'll learn how to "think like a marketer" to become more effective at leading self and leading others. You'll participate in active leadership development teams throughout the semester to complete weekly exercises, readings and discussions. This course calls on you to commit to the process of your own growth and self-discovery and to help foster the growth and development of fellow learners. It will be an intensive experience and, with commitment to the program, will be immediately applicable to your current and future personal and professional life.

WHAT YOU CAN EXPECT

- A framework for leadership rooted in Mizzou's values of Respect, Responsibility, Discovery, and Excellence
- Research-based principles, strategies and tools for leading yourself and others
- Growth in your self-awareness, self-confidence, productivity, and your ability to plan and achieve goals
- Growth in your ability to collaborate, communicate, and build positive relationships with others
- An action-filled program emphasizing the Missouri Method of "learn by doing"
- Coaching from instructors with excellent backgrounds in education, marketing, strategic communication, psychology, and business
- Support and guidance from instructors and classmates as you navigate your first year as a college student and chart a path for success at Mizzou

COURSE OBJECTIVES

- Analyze and apply the neuroscience of diversity and potential implicit bias that may impede individual and organizational success.
- Hone leadership and collaboration skills in weekly Leadership Development Teams (LDTs).
- Explain and practice leadership principles from David Novak's Taking People with You (TPWY) leadership program, and from other top leaders and researchers.
- Apply principles of strategic communication, such as audience research, strategic thinking, creativity, and measurement in leadership contexts.
- Explore the value of goal setting and set a big goal for your upcoming year.
- Learn and demonstrate self-awareness about your personal strengths, habits, and behavioral styles.
- Improve and demonstrate your knowledge and skills in interpersonal and organizational communication and understand potential barriers to effective teamwork and communication.
- Learn and apply practices of meaningful recognition and healthy feedback as effective tools for motivating and engaging colleagues, other leaders, and fellow students.
- Analyze potential ethical breaches and issues and strengthen skills in applying ethical principles.

COURSE MATERIALS

Your Chancellor's Leadership Kit

We'll provide a special leadership kit of materials either by mail or to pick up in person. These materials are all free.

- Individual Leadership Development Journal

- Envelopes, paper, and stamps for you to send thank you notes

Reception and/or final project session with President and Chancellor Mun Choi and Vice Chancellor for Student Affairs, Bill Stackman

SCHEDULE OF TOPICS

Weeks 1-8: Leading Self

Weeks 9 – 15: Leading Others

WEEK ONE

TOPIC: Leading Self: Introduction to the Chancellor's Leadership Course and Taking People with You.

OBJECTIVES: You'll be able to describe the expectations and benefits the Chancellor's Leadership Course offers.

IN CLASS:

- Syllabus review
- Leadership Survey
- Assign Leadership Development Teams
- Exercise: What you see and what you don't
- Outline final project for LDTs: Our Mizzou journey in images: Sharing and mentoring with our experience

HOMEWORK:

- Read TPWY, Introduction, & Chapter 1, An Insight Driven Approach
 - Complete lifeline and bring to next class
 - Skill Practice and Post #1. Interview someone you don't know well who's been at the University for a year or more. Learn about their background, goals while at Mizzou, and their hopes for the future. Post on Canvas (300 words).
1. Resource Recap and Post #1 In TPWY, David Novak recounts the "Bob story" as an experience that was significant for him as a leader. Think of a time when you were recognized for some accomplishment or when you recognized someone else. How did it make you feel to receive that recognition or to offer it to another? Post on Canvas (300 words).

WEEK 2

TOPIC: Leading Self: Thinking Like a Marketer

What does it mean to "lead oneself?" What does it mean to "think like a marketer" in charting your success?

OBJECTIVES: You'll be able to describe the process of developing people maps and define powerful versus limiting mindsets.

IN CLASS:

- Lecture: Introduction "Thinking Like a Marketer"
- Teams complete LDT Discussion Guide Schedule
- Discuss readings TPWY, Intro and Chapter 1
- Share lifelines in LDTs

HOMEWORK:

- Skill Practice and Post #2: Identify someone who's already started on their first job or career. Ask them what they like and don't like. What brings them joy? Post on Canvas (300 words).
- Resource Recap and Post #2. Describe what it means to "think like a marketer" in your own words. How can you go about better understanding other people and their points of view? Post on Canvas, 300 words).

WEEK 3

TOPIC: Leading Self: Charting your Mizzou journey/Be an Avid Learner

What leadership opportunities can I explore at Mizzou?

OBJECTIVES: You'll be able to identify your preferred opportunities for taking advantage of Mizzou programs. You will be able to describe strategies for meeting new people and developing positive relationships.

IN CLASS

- Lecture: Finding Your Joy builders and Blockers
- Read "First Jobs" (WSJ)
- Analysis: Joy v. Pleasure

HOMEWORK

- Read "How Will You Measure Your Life?" (Christensen)
- TPWY, Chapter 3, Be an Avid Learner
- Skill Practice and Post #3. Identify two or more organizations, clubs or activities at MU. Do some research and describe why they might be interesting to you. Post to Skill Practice #3 on Canvas (300 words).
- Resource Recap and Post #3. In "How will you Measure your Life," Clayton Christensen tells about a hard decision he had to make in college that tested his values and commitment. What was that decision? In your own life, have you had to make a difficult choice that was based on your values? What was that choice? (If you can't think of anything right away, imagine a situation where you might be tempted to stray from your values and how you could address it.) Post on Canvas (300 words).
- Optional: Hidden Brain: Cultivating Your Purpose

- (Podcast) <https://omny.fm/shows/hidden-brain/cultivating-your-purpose>

WEEK 4

TOPIC: Final Project Workshop

Working with your LDT, you'll begin to shape the focus and form of Our Mizzou Journey in Images.

OBJECTIVES: You and your team will go through a brainstorming process guided by your professor to help you land on your final project.

In Class: DISC Assessment, LDT Guided Brainstorming Session

HOMEWORK:

- TPWY, Chapter 4, Unleash the Power of People
- "Good Leadership is an Act of Kindness" (Groysberg & Seligson)
- Skill Practice and Post #4. What are your joy builders and blockers? What are the differences in your experience? Post on Canvas (300 words).
- Resource Recap and Post #4. In the article "Good Leadership is an Act of Kindness," the authors suggest ways to practice kindness in the world of work. How could you incorporate these practices into your life in college whether it's with your roommates, at your workplace, or in other settings? Give some concrete examples. Post on Canvas (300 words).

WEEK 5

TOPIC: Leading Self: Effective Communication and Human Relations

How do I communicate with others and how might it affect my leadership and interpersonal success?

OBJECTIVES: You'll gain insights into your preferred communication/behavior style with the DISC Assessment.

IN CLASS:

- Discuss and debrief DISC

HOMEWORK:

- Read "Atomic Habits" summary
- Skill Practice and Post #5. Select a habit you'd like to adopt or change that you'd be willing to share with others. Post to Skill Practice #5 on Canvas (300 words).
- Resource Recap #5. Reflect on the results of your DISC assessment. Think of a friend, classmate, or coworker (you don't need to name them) and, based on your knowledge of the four categories, write about what you think their main communication styles might be. How would this affect how to communicate with them? Post on Canvas (300 words).

WEEK 6

TOPIC: Leading Self: Positive Habits

What's a growth mindset and how can it help me? What are the obstacles to developing this approach? How can I develop habits to make me more successful?

OBJECTIVES: You'll understand and be able to describe the primary strategies to develop a growth mindset and positive habits.

IN CLASS:

- Lecture: Tiny (but Atomic) Habits
- Duhigg: The Power of Habit
- (TEDx Video)
- LDT Breakout Sessions: Reflect on your desired destination—what types of activities bring joy—or don't?

HOMEWORK

- Read How to be More Productive Using the Eisenhower Box
- Skill Practice and Post #6. Using the Eisenhower Box, identify a single day's activities and assign them a place in the matrix. Save as a pdf or jpeg. Post on Canvas (300 words.)
- Resource Recap #6. James Clear writes that all habits are based on a four-step pattern consisting of **Cue**, **Craving**, **Response**, and **Reward**. Describe a habit you'd like to form in terms of those four steps. For the habit you write about, select one that you'd be willing to share with others in the class. Post on Canvas (300 words).

WEEK 7

TOPIC: Leading Self: Your Single Biggest Thing

After thinking through your joy builders and blockers, begin to develop an idea of the "Single Biggest Thing" (SBT) that would positively impact your life (at this stage of your life).

OBJECTIVES: You will identify an important goal or SBT that you find interesting and compelling. You'll also consider what actions you could take to move toward that SBT.

IN CLASS:

- Lecture: Identifying Your Single Biggest Thing (for now)
- Check in on Our Mizzou journey in images: Sharing and mentoring with our experience at the University

HOMEWORK:

- Read TPWY Chps. 4 & 5
- Read “Reframing” (Psychology Today)
- Skill Practice and Post #7. Practice “detachment breathing” and post your reaction to it on Canvas (300 words).
- Resource Recap #7. David Novak in Chapter Four of *Taking People with You* describes the Trust Model. Reflect on a person you know who is trustworthy. What attributes do they have that make you trust them? On the flip side, give an example of someone you know in whom you’ve lost trust. (No names needed.) What was the major factor that caused you to lose trust? Post on Canvas (300 words).

WEEK 8

TOPIC: Leading Self: Turning “Nots” into “Not Yets”

OBJECTIVES: In this unit, you’ll learn how reframing challenges to your SBT can motivate and energize your progress.

IN CLASS:

- Lecture: Turning “Nots” into “Not Yets”
- Watch [Peanut Butter, Jelly and Racism](#)
- Meet in LDTs

HOMEWORK:

- Understanding bias and the brain (KornFerry)
- Skill Practice and Post #8. Attend an event or program that’s out of your comfort zone. Analyze and describe your reaction to the experience and post on Canvas (300 words).
- Resource Recap #8. After reading “Bias and the Brain” describe a time when you made incorrect assumptions about someone you met OR a time when someone made incorrect assumptions about you. What advice does the article give for avoiding these kinds of misperceptions? Post on Canvas (300 words).

WEEK 9

Leading Others

TOPIC: Leading Others: Our Brains, Our Biases

What assumptions do I bring to interactions with others? How might unconscious reliance on stereotypes influence or inhibit my relationships and success?

OBJECTIVES: In this unit, you’ll be able to describe elements of the SCARF model. You’ll also be able to identify the shortcuts in thinking that sometimes lead us to incorrect assumptions.

IN CLASS:

- Lecture: The Neuroscience of Leadership, SCARF Model
- How do we gather evidence and define reality?
- Develop and write down your plan for completing this week's skill practice

HOMEWORK:

- Read Think Again Chps. 1 & 6
- Resource Recap #9. Adam Grant in *Think Again* suggests that we use different "goggles" when we're making decisions: preacher, prosecutor, politician, or scientist. Think of an important decision you've made or are confronting. Explain the situation and then use your scientist goggles to revisit it or consider it. Post on Canvas (300 words).

WEEK 10

TOPIC: Leading Others: Diversity and Inclusion

What is it about human beings that we seem very comfortable with other people who are like us? How do we interpret a different race, age, gender, religion, income, political belief, or appearance from ourselves?

OBJECTIVES: You'll become more alert to how our decision-making processes are affected by mood, hunger, lack of sleep and similar stimuli. You'll also be able to describe situations where you've made snap judgments that later turned out to be inaccurate. You'll describe how and why some types of diversity (differences) are more comfortable than others.

IN CLASS:

- Lecture: Winning Together: Diversity, Equity and Inclusion

HOMEWORK:

- Read Novak: Breaking through the recognition deficit

WEEK 11 Spring Break

Week 12

TOPIC: Leading Others: The Power of Recognition and Gratitude

What are the effects of showing appreciation for the work and activities of others? How does recognition make you feel? How can our own expressions of gratitude for others and various elements of our lives affect our sense of wellbeing?

IN CLASS:

- Lecture, Recognition, The Secret Sauce of Leadership
- Video, Novak Recognition

OBJECTIVES: You'll be able to link SCARF neuroscience with expressions of appreciation and gratitude. In addition, you'll be able to apply purposeful recognition in a way that's most appropriate for individuals in your life and develop helpful day-to-day habits.

HOMEWORK

- Read Marbles in the Soup and Crushed Volvos (Duffy & Thorson)
- Read Visualizing Ethics (Page & Duffy)
- Video: [The Potter Box](#)
- Skill Practice and Post #9: Think of someone who's positively impacted your life and write them a thank you note (snail mail). Describe what you wrote and why you selected this individual.

WEEK 13

TOPIC: Leading Others: Smart with Heart—Ethics and Leadership

OBJECTIVES: You'll learn a structured way to guide your decision-making when dealing with ethical issues.

IN CLASS:

- Lecture: The Potter Box
- Activity: The Case of the Undeleted Test

HOMEWORK:

- Read The Speed of Trust Summary
- **Listen** to David Novak Podcast: [How Leaders Lead](#)
- Leading with Decency (Ajay Banga) OR Leading with Grace (Lonnie Ali)

WEEK 14

TOPIC: Leading Others: Everyone Counts

OBJECTIVES: You'll learn about the importance of trust and how to build trust with others.

IN CLASS:

- Lecture: Everyone Counts
- The Trust Model
- Meet in LDTs

HOMEWORK:

- Skill Practice and Post #10. Interview a volunteer at a local charitable organization (you'll receive a list of options).

- Resource Recap #10. Listen again to David Novak's podcasts with Ajay Banga or Lonnie Ali. Discuss a leader you know or know of who exemplifies the principles Banga or Ali put forth. Describe how you could apply this to your personal or professional life. Post on Canvas (300 words).

WEEK 15

TOPIC: Leading Others: Service-Learning Week

Mizzou is known internationally for the service learning, charitable, and volunteer programs and the contributions of students, staff, and faculty.

OBJECTIVES: Introduce you to opportunities for service learning and identify how these opportunities can help you succeed as a student and a leader.

IN CLASS:

- Guest speaker, service learning

HOMEWORK:

- Meet with your LTD preparing for the final project

WEEK 16

TOPIC: Final Team Project in class workshop

IN CLASS:

- Leadership Survey

DATE TBD: Presentations: Our Mizzou journey in images: Sharing and mentoring with our experience. Attended by President Choi and Provost Ramchand

ASSIGNMENTS

- Final Reflection Memo
- Leadership Survey

You'll find additional optional 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 skill practices and posting

COURSE STRUCTURE & COMPONENTS Leadership Development Teams (LDTs)

In your LDT you'll meet in small groups (4-5 individuals) helping your team members in their own leadership development process. You'll need to be open to sharing your goals, concerns, and insights. You'll engage in weekly breakout sessions with your LDT and provide encouragement, input and accountability to your peers.

Leadership Development Teams

A primary goal of Chancellor's Leadership Course is to enhance your ability to work in teams and collaborate with others in pursuit of individual and shared goals. Most of you have already had the opportunity (or challenge!) of being part of a team. Regardless of your future as a leader, employee or entrepreneur, you will need to learn how to effectively work with others—and how to take people with you toward success.

Your Leadership Development Team:

You'll work with your LDT to become a more effective leader and team member. You will discuss principles and concepts from the course and readings and complete self-reflection exercises that you will share with your LDT to gain a better understanding of your personal styles, strengths, goals and challenges as a leader and team member.

About your LDT – working together in diverse teams

You'll be assigned to an LDT in the first week of class. Selections aren't suggestions, and there's a reason for that: often you'll have little or no input into the colleagues you work alongside, especially early in your career. Even when you have increasing authority or if you become an entrepreneur, you'll need to learn how to manage and work with people who are different from you. Of course, you'll likely encounter conflicts, just as in other aspects of your life. Together, we'll work to understand and manage these conflicts with the goal of developing empathy, self-awareness and communication skills.

Weekly Readings and Assignments

Most weeks, you'll 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. We'll discuss them each week.

Skill Practice and Posts (10 total), 20 points each

Based on the subject of the week, practice a specific skill. Post 100-300 words on the Canvas site based on your experience. Be prepared to talk about it in your LDT.

Resource Recaps: (10 total), 20 points each

Responding to readings, videos, etc. Each week you'll provide a brief response to aspects of the assigned resources. These open-ended assignments ask you to respond in approximately 200-300 words to the questions or issues posed. Make sure your responses are in your own words and that you highlight specific ideas or concepts.

Team Project: The Chancellor's Mizzou Project

Your semester-long project will give you and your Leadership Development Team a chance to work together and explore what Mizzou has to offer. As a team, you'll select a general topic like music, volunteerism, student clubs, etc. and do some research and investigation. As each of you explores, identify an example that you find intriguing, noteworthy, or unique.

Your goal: Showcase your example in a way that you think would grab the interest of someone about your age. You'll create a visual story through either photos or video that promotes the positive features of the example. Essentially, you're making an promotional piece that will interest and intrigue your audience. Your final product will consist of:

1. A script that you'll follow in creating your piece.
2. A powerpoint, keynote, OR video. The ppt. will be no more than 20 slides. A video would be no more than three minutes. The format you choose will NOT affect your grade.
3. A poster that describes your project suitable for display at our final session with President and Chancellor Mun Choi, Vice Chancellor Bill Stackman, and Novak Leadership Institute Executive Director, Margaret Duffy.

Activity	Due Date
Steps in the process:	
1. Agree on the program, individual, or situation that you want to highlight.	Sept. 21 (Tues) Sept 23 (Thurs)
2. As a team, write a paragraph (300 words) about what you're planning. Review with your professor.	Sept. 28 (Tues) Sept. 30 (Thurs)
3. Decide on how you want to tell the story. Will it be through the eyes of an individual who's part of the program? From your perspective as a student? Will it include interviews of participants?	Oct. 12 (Tues) Oct. 14 (Thurs)
4. Decide on your format and work as a team to collaborate and divide up the duties.	Oct. 19 (Tues) Oct. 21 (Thurs)
5. Create a rough draft of your plan.	Nov. 2 (Tues) Nov. 4 (Thurs)
6. Create a plan for your poster.	Nov. 9 (Tues) Nov. 11 (Thurs)

7. Review all the steps so far with your professor. (In class)	Nov. 16 (Tues) Nov. 18 (Thurs)
8. Polish and finalize your project (video or ppt.) Polish and finalize your poster.	Nov. 30 (Tues) Dec. 1 (Thurs)
9. In class presentations	Dec. 7 (Tues) Dec. 9 (Thurs)

How to get a great grade for you and your team:

- Select a subject that shows something cool about Mizzou and that the team can get behind.
- Identify the three most important points you want to get across.
- Test your ideas with people outside your team to make sure that your points are clear.
- Avoid subjects that would offend or hurt others. If in doubt, check with your professor—there's no penalty for asking.
- Use visuals as your primary communication medium
 - o Grading
 - Interesting subject 10%
 - Quality of script 30%
 - Clarity of message 20%
 - Execution (video/ppt) 20%
 - Poster quality/clarity 20%

Possible subject areas to explore:

- Dining at Mizzou
- Visual arts
- Music (classroom or bands)
- Volunteer organizations
- Clubs
- Working out/fitness
- Outdoors programs
- Dance
- Campus jobs
- Museums
- Free sporting events
- Surprising or unusual majors or activities with those majors
- Inventions, startups, or innovations created by students

Here are some examples of interesting programs to get you thinking:

<https://engineering.missouri.edu/2021/07/spot-meet-president-choi/>

<https://journalism.missouri.edu/real-world-experiences/professional-media-outlets/mojo-ad/>

<https://tigerpantry.missouri.edu>

<https://mizzourec.com/programs/sports-competition/club-sports/soccer-womens/>

Self-Reflection Memo

Please reflect on your learning and leadership experience in the course. In 500 words or less (about 2-pages double-spaced) Please address the following questions:

1. Single Biggest Thing. What was your SBT? Did you feel you made progress in identifying it? What challenges did you face along the way and how did you overcome them?
2. People Map. Who did you need to take with you this semester? Were you successful? Share some key takeaways regarding that process.
3. Leadership Development Team Experience. Describe how your LDT exercises and discussions advanced your understanding of leadership.
4. Personal Highlights. What was the most rewarding aspect of this course? What were you most proud of? Is there anything you wish you had done differently or could improve upon?
5. Future Impact. After completing this course, what will you take with you into your future career and/or community?

Attendance & Participation

We know from neuroscience that the best learning is “social learning,” a fancy way to say that through discussion and application of ideas, concepts stick with us more effectively. That means that your thoughtful and quality contributions to the discussions and ideas are crucial to everyone’s success in the class. It’s important that you’re here so we all can hear from you. As for class guidelines, the three most important are be kind, be brave, and have fun.

Be kind. We can have differences of opinion, but we want to keep them problem-centered, not person-centered. Be a great listener and respond thoughtfully to your fellow learners’ idea and perspectives. Build on others’ comments and be open minded to concepts you may not have encountered before.

Be brave. You have unique life experiences as do your classmates. Be brave enough to give us your opinions, beliefs, and comments. If you feel uncomfortable talking in class, come see us and we’ll talk about how to manage that.

Have fun. Batting ideas around with other smart and engaged people can be a lot of fun and you’re going to hear a lot of new ideas. We’ll have a relaxed and informal class.

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 from your participation grade. 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

We use Canvas a lot so it's 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
- Students will receive (1) written warning if the above policy is violated
- 10% of your overall grade will be deducted if violated multiple times

GRADING

Your acceptance into MU and the Chancellor's Leadership class recognizes your potential. already demonstrated a standard of excellence during your time at MU. Your grade will be based on the combination of your individual efforts, how you work as a member of your team

Skill Practice Reports (10 at 20 points each)	200
Resource Recaps (10 at 20 points each)	200

Final Reflection Memo	200
Team Project: Our Mizzou journey in images	200
Attendance + Participation	200
Total Points Possible:	1000

Letter Grade	Percentage	Definition
A	94-100%	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.
A-	90-93.9%	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.
B+	87-89.9%	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.
B	84-86.9%	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).
B-	80-83.9%	B- = Good work. Achievement at a level just above that necessary to meet course requirements. Performance was notable.
C+	77-79.9%	C+ = Slightly above satisfactory work. Achievement that meets the course requirements. Performance was slightly more than adequate.
C	74-76.9%	C = 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).

C-	70-73.9%	C- = 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)
D+	67-69.9%	D+ = 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.
D or D-	60-66.9%	D = 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.
F	59.9% or less	F = 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 “I” (incomplete).

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 communication;
- 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.