



# Novak Leadership Institute

University of Missouri

## J1301 Chancellor's Leadership Course

- 1 credit hour, meets once a week, 75 minutes
- Enrollment is by application only
- Open to first year and qualifying sophomore/transfer students
- Online components of the course administered via Canvas Learning Management System

### COURSE OVERVIEW

This course is offered by the Novak Leadership Institute in the Missouri School of Journalism. It 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!

In the class, 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 top instructors with leadership experience
- 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

Take Charge of You by David Novak and Jason Goldsmith. You will need to purchase this book for the class. It is available on [Amazon.com](https://www.amazon.com) and the MU Bookstore has copies.

### Your Chancellor’s Leadership Kit

We’ll provide a special leadership kit of materials at the opening reception or you can pick it up in person.

- Individual Leadership Development Journal
- Envelopes, paper, and stamps for you to send thank you notes
- Selected Chapters, *Taking People with You* (TPWY) (pdfs on Canvas)
- Selected Chapters, *Take Charge of You* (TCOY)

Reception and final project session with campus leadership.

## SCHEDULE OF TOPICS

Weeks 1-8: Leading Self

Weeks 9-15: Leading Others

WEEK 1: August 19-23

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
- Exercise: Introductions
- Meet Leadership Development Teams
- Outline final project for LDTs: Our Mizzou journey in images: Sharing and mentoring with our experience

### HOMEWORK:

1. Read TPWY, Introduction, & Chapter 1, An Insight Driven Approach
2. Read TCOY, Introduction
3. Complete lifeline and bring to next class
4. 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).
5. 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).

**Opening Reception with Dr. Choi, Tuesday, August 27, 4:30 – 6:00 p.m. Stotler Lounge at Memorial Union.**

WEEK 2: August 26-30

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:** Apply principles of strategic communication, such as audience research, strategic thinking, creativity, and measurement in leadership contexts.

**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:**

1. Read Atomic Habits Summary
2. Read TCOY, Chapter 5, The Self-Coaching Habit
3. 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).
4. 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: September 2-6**

**TOPIC:** Leading Self: Positive Habits

What’s a growth mindset and how can it help me? How can I develop strategies to be intentional about my leadership habits? How can I develop leadership habits to make me more successful?

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

**IN CLASS:**

- Lecture: Tiny (but Atomic) Habits
- Introduction of Habit Story Assessment
- LDT Breakout Sessions: Reflect on your desired destination—what types of habits would help your leadership?

**HOMEWORK**

1. Read TCOY, Chapter 4: The Self-Coaching Journey
1. Skill Practice and Post #3. Read about and use the Eisenhower Box for one day’s activities. Post on Canvas (300 words.)

2. Resource Recap #3. Describe a leadership habit you'd like to form and what actions will help you accomplish that. 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 4: September 9-13

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: Guided Brainstorming Session

HOMEWORK:

1. Read TCOY, Chapter 3, The Self-Coaching Plan
2. "Good Leadership is an Act of Kindness" (Groysberg & Seligson)
3. Skill Practice and Post #4. Write about a way you have learned to calm yourself down or self-soothe. Post on Canvas (300 words).
4. 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: September 16-20

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: Improve and demonstrate your knowledge and skills in interpersonal and organizational communication and understand potential barriers to effective teamwork and communication.

IN CLASS:

Learn about effective communication

HOMEWORK:

1. Read TCOY Chapter 1, The Self-Coaching Conversation

2. Skill Practice and Post #5. Write about an interpersonal interaction gone wrong. What happened? What could you have done differently, based on the 10 Principles of Effective Communications? Post to Skill Practice #5 on Canvas (300 words).
3. Resource Recap #5. Reflect on the results of your Habit Story assessment and your first digital coaching session. Write about three things you have learned about yourself and your habits. Post on Canvas (300 words).

WEEK 6: September 23 - 27

TOPIC: Leading Self: Your Joy Builders and Blockers and Your Single Biggest Thing

Thinking through your joy builders and blockers and beginning 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 learn about and identify what brings you joy and what blocks your joy and 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: Finding Your Joy builders and Blockers (joy v. pleasure) and identifying Your Single Biggest Thing (for now)

HOMEWORK:

1. Read “Reframing” (Psychology Today)
2. Skill Practice and Post #6. What are your joy blockers and builders? Write about a few and post on Canvas (300 words).
3. Resource Recap #6. Describe in your own words what it will feel like when you accomplish your single biggest thing (for now). Post on Canvas (300 words).

WEEK 7: September 30 – October 4

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:

1. Understanding bias and the brain (KornFerry)
2. Skill Practice and Post #7. 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).
3. Resource Recap #7. 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).
4. Check in on Our Mizzou journey in images: Sharing and mentoring with our experience at the University with your LDT

#### WEEK 8: October 7-11

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: Mizzou Involvement Ambassadors will talk about ways to get involved at MU that work for you.

#### HOMEWORK

1. Read “How Will You Measure Your Life?” (Christensen)
2. TPWY, Chapter 3, Be an Avid Learner
3. TCOY, Chapter 2, The Self-Coaching Mindset
4. Skill Practice and Post #8. 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).
5. Resource Recap and Post #8. 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).

6. Optional: Hidden Brain: Cultivating Your Purpose

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

WEEK 9: October 14-18

**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:

1. Read *Think Again* Chps. 1 & 6
2. 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: October 21-25

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:

1. Read Breaking Through the Recognition Deficit (pdf on Canvas)

WEEK 11: October 28 - November 1

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 apply purposeful recognition in a way that's most appropriate for individuals in your life and develop helpful day-to-day habits.

#### HOMEWORK

1. Read Marbles in the Soup and Crushed Volvos (Duffy & Thorson)
2. Read Visualizing Ethics (Page & Duffy)
3. Video: [The Potter Box](#)
4. Skill Practice and Post #9: Think of someone who's positively impacted your life and write them a thank you note (snail mail). Post on Canvas who you wrote to, why you selected this individual and how it felt.

Week 12: November 4-8

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:

1. Read The Speed of Trust Summary
2. Listen to [How Leaders Lead](#), Leading with Decency (Ajay Banga) OR Leading with Grace (Lonnie Ali)

WEEK 13: November 13-17

TOPIC: Leading Others: Everyone Counts

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

IN CLASS:

- Presentation by Erik Potter/MU Fellowships Office
- Lecture: Everyone Counts
- The Trust Model
- Meet in LDTs

HOMEWORK:

1. Skill Practice and Post #10. Interview a volunteer at a local charitable organization (you'll receive a list of options).
2. 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 14: November 18-22

Habit Story Assessment and Final Check-In

Week 15: Happy Thanksgiving!

Week 16: December 2-6

TOPIC: Final Team Project Presentation in class Each team will present to the professor and their peers.

FINALS WEEK

**Tuesday, December 10, 4:30 – 6:00 p.m. Presentations: Our Mizzou journey in images: Sharing and mentoring with our experience. Attended by Dr. Choi and campus leadership. Stotler Lounge in Memorial Union.**

IN CLASS:

- Leadership Survey

ASSIGNMENTS

- Final Reflection Memo

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 Mizzou in Images 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 and Novak Leadership Institute Executive Director, Margaret Duffy as well as other campus leaders.
4. To go along with the poster, you should have an “[elevator pitch](#)” prepared to deliver to the Chancellor. This should be the highlights of your topic, delivered in under a minute.

Activity	Due Date
Steps in the process:	
1. Agree on the program, individual, or situation that you want to highlight.	Week of September 9
2. As a team, write a paragraph (300 words) about what you’re planning. Review with your professor.	Week of September 23
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?	Week of October 14
4. Decide on your format and work as a team to collaborate and divide up the duties.	Week of October 21
5. Create a rough draft of your plan.	Week of October 28
6. Create a plan for your poster.	Week of November 4
7. Review all the steps so far with your professor. (In class)	Week of November 11
8. Polish and finalize your project (video or ppt.) Polish and finalize your poster.	Week of November 18
9. In class presentations	Week of December 2

#### 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:

- Diversity events and initiatives
- 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://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.

Late homework won't be accepted for full credit. Students have up to 24 hours after the due date to submit late work but will have their final assignment grade reduced by up to 50%. Late submissions will receive an automatic 10% deduction upon being late so long as it is received within 24 hours. If you have circumstances (death in the family, medical emergency) that affect your ability to

complete the homework please contact your Lab Instructor at least 1 day in advance of the due date.

### Laptop & Mobile Device Policy

No laptops or phones can be used during class except during breakout sessions or when your instructor specifies they can be used. We recommend you take handwritten notes because of what the neuroscience tells us. We human beings don't effectively process and remember notes we make on digital devices. However, we do significantly better when we write down and synthesize what we're hearing. Use this tip for better grades on tests in your other classes, too!

### 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
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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	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.
D-	59.9% or less	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	50% 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](https://guides.canvaslms.com)

### University Policies

Within the Support & Policies 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 integrity 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. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor or the [Office of Academic Integrity](#).

Students are expected to adhere to this honor pledge on all graded work whether or not they are explicitly asked in advance to do so: "I strive to uphold the University values of respect, responsibility, discovery, and excellence. On my honor, I pledge that I have neither given nor received unauthorized assistance on this work."

### **Academic Integrity and Large Language Models (aka, AI, Chatbots)**

You should treat large language models (LLMs) such as ChatGPT, Bard, Bing, Claude, etc., the same way you treat your friends: you are welcome to talk to them about your ideas, but you cannot ask them to complete work for you. LLMs can help support your thinking, but they often provide false information. They will "hallucinate sources" and provide wrong answers in their output, especially if the prompts (inputs) are minimal or vague. Remember: All work you submit in this class must be your own, and you must properly cite all sources, including LLMs, if used. Submitting LLM work as your own is a form of academic misconduct.

If you're unsure where the line is between collaborating with AI and copying from AI, talk to your instructor. Here are some general guidelines to help you:

- **DON'T copy and paste LLM output.** You can copy your own words into an LLM conversation, but if you copy and paste output from an LLM into a document, that greatly increases the chances you might end up submitting work that is not your own.
- **DO use LLM conversations to enhance your thinking and learning.** Ask your LLM friend to explain a concept from class and see how its answer matches your understanding. If it seems wrong, it probably is. Ask clarifying questions. By identifying the weaknesses in the LLM output, you will be increasing your understanding of the concept.
- **DO acknowledge your LLM use.** If you use LLM conversations for an assignment, you need to include a paragraph explaining what you used and what prompts you used to get the results.

### **Academic Integrity Requirements in the School of Journalism**

In the School of Journalism, academic misconduct includes but is not limited to the following:

- Use of materials from another author without citation or attribution.
- Use of verbatim materials from another author without citation or attribution.
- Extensive use of materials from past assignments without permission of your instructor.
- Extensive use of materials from assignments in other classes without permission of your instructor.
- 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 the course 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.

### **Student Conduct**

Every student at the University of Missouri is expected to abide by all University of Missouri System Collected Rules and Regulations and to uphold the Standard of Conduct for the University of Missouri. The purpose of the Standard of Conduct is to maintain a safe campus community, one where students can learn and be successful. A student enrolling in the university also assumes an obligation to behave in a manner compatible with the university's function as an educational institution. For more on student conduct, please check here:

<https://accountability.missouri.edu/accountability/university-policies/>

### **Academic dishonesty and student conduct 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 Accountability & Support](#). Allegations of academic misconduct must be reported to [MU's Office of Academic Integrity](#).

### **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.

### **Academic Inquiry, Course Discussion and Privacy**

When students record something that happens in a course (a lecture, class discussions, meetings, etc.) it has an impact on the rights of the people captured in that recording. For example, the instructor and the University may have rights to the intellectual property contained in that recording. At the same time, another student who may have been recorded has the right to privacy. In order to protect these rights, MU employs a policy (called "[Executive Order No. 38](#)") to govern both situations you may encounter while taking a course – when an instructor allows recordings and when they do not.

*In this class, students may not make audio or video recordings of course activity, except students permitted to record as an accommodation under [section 240.040](#) of the Collected Rules.*

Students who violate 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.

### **FERPA**

The [Family Educational Rights and Privacy Act](#) (FERPA) of 1974 is a federal law designed to protect the privacy of educational records; to establish the rights of students to inspect and review their education records; and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. The law applies to any individual who is or has been in attendance at an institution *and* regarding whom the institution maintains educational records. Once students have matriculated to the University of Missouri, i.e. enrolled in course work, FERPA rights transfer to the student, regardless of the student's age. Students can enable certain individuals to have access to their education records by signing a [FERPA waiver](#). The consent must specify records to be disclosed, state the purpose of the disclosure and identify the party or class of parties to whom the disclosure must be made.

### **Student Support Statement**

Students can encounter challenges that may impact their performance in their academic programs. The School of Journalism is committed to supporting students who encounter these challenges. Any student who cannot afford groceries or access sufficient food to eat every day, or who lacks a safe and stable place to live is urged to contact their academic advisor or someone at MU's Care Team: <https://studentaffairs.missouri.edu/care-team/>

There are significant resources on campus and we are here to help. You can check them out here: <https://studentaffairs.missouri.edu/care-team/additional-resources/>

### **Nondiscrimination Policy (Prohibited Discrimination)**

The University of Missouri does not discriminate on the basis of race, color, national origin, ancestry, religion, sex\* (including gender), pregnancy, sexual orientation, gender identity, gender expression, age, disability, protected veteran status, and any other status protected by applicable state or federal law. Discrimination includes any form of unequal treatment such as denial of opportunities, harassment, and violence. \*Sex discrimination includes rape, sexual assault, sexual harassment, unwanted touching, stalking, dating/domestic violence, stalking, and sexual exploitation. Retaliation for making or supporting a report of discrimination or harassment is also prohibited.

If you experience discrimination or sexual violence, 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](http://civilrights.missouri.edu) or call 573-882-3880. You also may make an anonymous report online.

If you are a survivor, or someone concerned about a survivor, and need immediate information on what to do, see [RSVP Resources page](#). 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.

In the event that you choose to write or speak about having experienced any of these forms of prohibited discrimination or harassment, Mizzou policies require that, as your instructor, I share this information with the MU Office for Civil Rights & Title IX. They will contact you to offer information about resources, as well as your rights and options as a member of our campus community.

### **Students with Disabilities:**

The goal of the University of Missouri is to ensure an inclusive learning environment for all students. [The University of Missouri Disability Center](#) provides services and accommodations for students to participate fully in the learning experience and to experience equitable evaluation of their performance. Students (including online students) with a documented disability can contact the Disability Center to establish an [Accommodation Plan](#). Documented disabilities include *hearing, vision, mobility, learning and attention, psychological health, and physical health*. Students' accommodations are implemented with the input of students to maximize the learning experiences. The MU Disability Center keeps information about a student's disability confidential.

Please notify me of your eligibility for accommodations as soon as possible. Additionally, if there are aspects of the course that present as barriers, such as inaccessible course content (e.g., learning assessments, PowerPoints, non-captioned videos, images, tables, PDFs) or if you need an immediate accommodation due to an injury, please contact me or the Disability Center as soon as possible.

### **Religious Holidays & Accommodations**

Many religious faiths are represented in the student body. The University of Missouri does not restrict student free exercise of religion, unless 1) the restriction is in the form of a rule of general applicability and does not discriminate against religion or among religions; and 2) it can be demonstrated that the application of the restriction is essential to furthering a compelling university interest and is not unduly restrictive considering the relevant circumstance. The policy of the University attempts to strike a reasonable balance between accommodating the religious practice of students and meeting academic needs and standards.

Consult IDE's [Guide to Religions](#) for the form that can be used to notify an instructor of an absence associated with religious practice. Students are expected

to notify their instructor(s) by completing and submitting this form in a manner that is consistent with the procedure outlined in the university's policy on student religious accommodation. Providing false information regarding sincerely held religious practice is a violation of the university's Standard of Conduct and will not be tolerated.

### **Mental Health**

The University of Missouri is committed to supporting student well-being through an integrated network of care, with a wide range of services to help students succeed. The MU Counseling Center offers professional mental health care and can help you find the best approach to treatment based on your needs. Call to make an appointment at 573-882-6601. Any student in crisis may call or go to the MU Counseling Center between 8:00-5:00 M-F. After hours phone support is available at 573-882-6601.

Visit our website at <https://wellbeing.missouri.edu/> to take an online mental health screening, find out about workshops and resources that can help you thrive, or learn how to support a friend.

### **Netiquette**

Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Our differences, some of which are outlined in the University's nondiscrimination statement, will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambiance.

### **Intellectual Pluralism**

The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the departmental chair or divisional director, the [Office of Academic Integrity](#), or the [MU Equity Office](#).

### **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.