

**J4244/J7244: Organizational Culture and Leadership Syllabus**  
**Fall Semester 2021 T/R**  
**11 am – 12:15 pm**  
**Lee Hills 101A**  
**3 Credit Hour Course**

**COURSE OVERVIEW**

The course focuses on the role and structure of culture and communication in organizational performance, management and leadership. Rooted in the principles of ethical leadership and strategic communication, it is designed to help students develop self-awareness, individual skills and abilities that contribute to organizational and team success and a mindset that emphasizes the importance of taking people with you to achieve big goals. The course is distinctly different from traditional organizational studies because it focuses on insight-driven approaches in leading organizations. Based on the experience and writings of retired Chairman and CEO of Yum! Brands, David Novak (BJ, 1974), this is one of several courses offered through the MU School of Journalism's Novak Leadership Institute.

In the first part of the course, you will be introduced to David Novak's principles and tools to aid in self-reflection and your personal development as a leader. You will be challenged to think about your role as a leader within organizations and we will ask you to develop a plan for accomplishing a big goal within one of those organization. We will review theories and frameworks to analyze organizational culture, focusing on the extraordinary contributions of Professor Edgar Schein in deepening our understanding of why culture has such a powerful influence on group behavior and how leaders can affect cultural dynamics. We will explore how leaders effectively create culture, develop visions and values, communicate key messages and overcome barriers to change. During this part of the course, you will be introduced to your Culture Cohorts (small teams of 4-5), which will become a central part of your course discussion, case analyses and ethnographic research. You also will be asked to participate in full class discussion and post responses to online discussion questions.

The second part of the course is grounded in the case method approach. You will work in your Culture Cohorts to analyze two distinctly different organizational cultures. These real world cases will give you the opportunity to apply your knowledge in analyzing situations, diagnosing leadership, management and cultural factors and making recommendations to improve performance and communication. The expectation is that your team will apply the analytical theories, frameworks and leadership practices that you have encountered through the course lectures and readings.

In the final part of the course, you will conduct ethnographic research in your Culture Cohorts that will require extensive exploration of an organization's culture and communications practices. This will involve a range of research approaches, both qualitative and quantitative. Ethnographic research will sensitize you to the role of culture and finetune your ability to observe, interpret and analyze how the various stakeholders (management, employees, customers, etc.) understand and interact in the context of their organization. You will present your research approach, findings and recommendations in the form of formal presentation and final written report.

## COURSE PROFESSORS

**Margaret Duffy** (Ph.D., University of Iowa) is a professor in the Strategic Communication Faculty at the Missouri School of Journalism and directs two student-staffed agencies. She is Executive Director of the Novak Leadership Institute. An author and consultant, Duffy conducts research and advises media organizations around the world. Her diverse consulting clients include Estee Lauder and the U.S. Army and she has obtained grants from the Pew and Knight Foundations. A respected scholar, Duffy research focuses on organizational communication, visual communication, narrative, digital media, news, and persuasion ethics. Recent research appears in the *International Journal of Business Communication* on The Effect of Respect: Respectful Communication at Work Drives Resiliency, Engagement, and Job Satisfaction among Early Career Employees. She is author of *Visual Communication: Insights and Strategies*, which explores visual imagery in advertising, news coverage, political discourse, popular culture, and digital and social media technologies. She serves on the board of the Institute for Advertising Ethics.

**Eleanor V. Farnen** (BJ, BA, MA, Ph.D. candidate, University of Missouri) is founder and president of Strategists LLC, a media and marketing consulting firm based in Columbia, MO, and publisher of CityWatch-Columbia. She has taught graduate and undergraduate level courses in the Missouri School of Journalism since 1998, including mass communication theory, quantitative research methods and new media business models. Farnen began her career as chief of public affairs for the Rhode Island Department of Environmental Management, assisting in the development of regulations governing air, land and water resources, conservation initiatives and corporate compliance. She is a former sales and marketing executive for Honeywell International's Automotive Sector overseeing national account sales for the FRAM, Bendix and Autolite consumer/DIY brands and NASCAR/NHRA motorsports sponsorship programs. Before returning to the School of Journalism, she served as vice president and group manager for Ketchum Communications in Washington, D.C., in charge of corporate and environmental accounts. As a consultant, her clients have included Verizon Wireless, Walmart, Hasbro, Southwest Greens, Commerce Bank, The Missouri Press Association, MFA Oil and former and sitting U.S. Senators and Governors. She was inducted into MU's Rollins Society in 2004 and is currently advisor and past president of the board of directors of the Odyssey Chamber Music Festival and The Plowman International Chamber Music Competition.

**Catey Heller Terry** (MA, University of Missouri) is the Director of Outreach for the Novak Leadership Institute. She a communications professional with more than 20 years of experience in New York City, St. Louis and Columbia, MO. She served as press secretary to a state senator in New York before moving back to the Midwest. In Columbia, she worked at the Missouri School of Journalism first for the Multicultural Management Program and later as Director of Development, raising more than \$30 million for the school, including Lee Hills Hall and seven endowed chairs. Most recently, she was the Executive Director of Advancement Creative Services and Donor Relations at Mizzou. She has been with the Novak Leadership Institute since its founding and has helped teach the Strategic Leadership and Organizational Culture classes.

## **COURSE OBJECTIVES**

1. To apply leadership principles from David Novak's *Taking People with You* (TPWY) leadership program, and from other top leaders and researchers.
2. To apply the principles of strategic communication, including insight-driven thinking and creativity, to the assessment of organizational leadership and success.
3. To identify the role of organizational culture and the system dynamics that influence both productivity and dysfunctions.
4. To link key concepts of management, power, relationships, and communication, providing a practical way to understand, participate, and lead dynamic organizations.
5. To identify the crucial role of research and evidence-based decision making in diagnosing organizational opportunities and problems.
6. To describe how alignment of organizational strategy, design, and leadership are crucial elements for success.
7. To discern issues of diversity and potential implicit bias that may impede individual and organizational success.
8. To develop proficiency in conducting sophisticated and practical communication and culture audits.
9. To apply interpersonal and organizational communication and identify potential barriers to effective communication.
10. To demonstrate presentation skills to target audiences and enhance persuasiveness.
11. To apply ethical principles in leading and managing organizations in developing healthy cultures and in guiding them through cultural change.

## **COURSE MATERIALS**

Novak, David. (2013) *Taking People With You* (supplied)

Novak, David. (2013) *Taking People With You* workbook (supplied)

Novak, David (2016) *O Great One!* (PDF in Canvas)

Schein, E.H. (2016) *Organizational Culture and Leadership*. Wiley, 5<sup>th</sup> edition. (PDF in Canvas)

Harvey, E. and Lucia, A. (1995) *Walk the Talk* (PDF in Canvas)

Note: You will also be responsible for additional readings available in PDF format on Canvas.

## **COURSE REQUIREMENTS**

- Attendance at all class meetings
- Active participation in discussion (full class, Culture Cohorts, online DQs)
- Completion of week readings and assigned exercises
- Active participation and completion of case studies in your Culture Cohorts
- Active participation and completion of the final ethnography, including research, analysis and preparation of final presentations and reports

## **COURSE STRUCTURE AND COMPONENTS**

### **Weekly Readings & Discussion Questions**

Each week, you will have required readings based on the course schedule. Readings may consist of cases, chapters from David Novak's books, excerpts from other books, relevant articles from credible online or print publications, or scholarly journal articles. Discussion Questions (DQs) must be completed and posted to Canvas by Friday at 11:59 p.m.

Two (2) peer responses must be completed by Sunday at 11:59 p.m. DQ responses should be approximately 300-500 words in length and list sources using APA Style: (<https://owl.english.purdue.edu/owl/section/2/10/>).

### *Discussion Question/Case Grading Criteria*

1. Response demonstrated thoughtful analysis of the unit and topic, showed critical reflection, and provided strong points, supported with clear examples. (40 pts)
2. Commented on (2) peer responses. Comments demonstrate thoughtful digestion of peer responses and add insight to peers' thinking on the subject. (5 pts per comment)

### **Case Studies**

Culture Cohorts will complete (2) case studies over the course of the semester. Case studies are based on real-world challenges facing organizations in the areas of culture, diversity, ethics, social responsibility, innovation and technology. These cases give you the opportunity to analyze complex situations, diagnose management and cultural factors, and make recommendations to improve performance and communication. Case study deliverables are broken up into two parts: presentation and discussion.

Upon receiving the case scenario, Culture Cohorts will work together to research, analyze, and discuss the issues in the case to develop a thorough understanding of the facts and the principles of leadership and culture that are in effect. Teams also will identify best practices and develop recommendations and compile their analysis in the form of a PowerPoint presentation deck.

Teams will have 20 minutes to present their case analysis to the class and lead a class discussion. Each case study is worth a total of 150 points.

## **Final Project – Ethnographic Research: Culture Investigation and Communication Audit**

For the final project, your cohort team will conduct extensive ethnographic research on an organization, its internal and external communication, and its culture. Each team will use a variety of diagnostic approaches to understand how the organization deals with employees, customers, and other important stakeholders. The final project and report must include these elements: secondary research on the organization and business category; an ethnography involving observation/participant observation; analysis and interpretation of communication materials; a combination of survey research, interviews, or focus groups.

You may add additional methodologies based on the differences, challenges, and opportunities each site offers. Prior to conducting the research, you will provide a research and analysis plan for approval. Your professors will obtain approvals and help you with the specific guidelines that each organization may require. Data students collect as well as the final report will be shared with the host organization, as they prefer. All data will remain confidential. The final phase of the project will be a presentation to the class and the host organization.

### **Attendance & Participation**

Attendance: You will be allowed two excused absences, BUT you must email one of the professors *before* the missed class or it will be unexcused. Unexcused absences will receive minus -10 points for participation. Students who have five or more absences may be asked to drop the course or may take an F in the class. All formally announced outside-of-class activities are mandatory and subject to the same policy stated above. Participation: 1) talk in class and in team breakout sessions, 2) ask relevant questions, 3) give thoughtful responses, 4) demonstrate knowledge of the readings, 5) listen and respond to others, **and** 6) share examples.

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

## **Submitting Work**

This course relies heavily on Canvas for assigning and submitting work. It is important that you familiarize yourself with the Canvas platform. 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.

## **UNITS**

### **Unit 1 (August 24-27) Week 1 - Introduction to Organizational Culture**

#### **Readings**

Schein Intro & Chapters 1&2.pdf

Novak, TPWY Chapters 1&2.pdf

Deal & Kennedy.pdf

#### **Lectures PPT**

Introduction to Organizational Culture

Org Culture & Leadership: Artifacts, Values, Assumptions

#### **Discussion Question**

DQ 1: Analyzing Organizational Culture

#### **Exercise**

Introduce Big Goal, People Map (Novak, TPWY)

### **Unit 2 (August 30-September 3) Week 2 - Cultural Analysis & Observation**

#### **Readings**

Schein Chapter 3.pdf

Schein Chapter 4.pdf

Novak, TPWY, Chapters 3,4,5

## **Lecture PPT**

Acute Observers

## **Exercise**

Share Big Goals and People Maps, Novak TPWY Trust Model

## **Unit 3 (September 7-10) Week 3 - Cultural Boundaries**

### **Readings**

Schein Chapter 6.pdf

Schein Chapter 7.pdf

Novak, Chapter 10

Ad Age Principles at Work Chapter 4.pdf

### **Lectures PPT**

Cultural Intelligence

Emotional Intelligence: Knowing Yourself

### **Discussion Question**

DQ 2: Cultural Boundaries

## **Unit 4 (September 13-17) Week 4 – Leadership in Organizations (Part 1)**

### **Readings**

Schein Chapter 10.pdf

Novak, Chapters 6,7,8,9

Walk the Talk Harvey & Lucia.pdf

In Praise of the Incomplete Leader Ancona & Senge.pdf

Discovering Your Authentic Leadership George. pdf

### **Lecture PPT**

Leading in Organizations/Discuss Leaders You Admire

## **Novak TPWY Exercises**

Unleash the Power (pg. 76)

Why You Believe (pg. 86)

Winning Together (pg. 151)

**Take and submit your Personal Assessment (DNA 25)**

## **Unit 5 (September 20-24) Week 5 – Leadership in Organizations (Part 2) Leadership Styles and Personal Assessment Tools**

### **Readings**

Schein Chapter 8.pdf

Schein Chapter 9.pdf

What Makes A Leader Goleman.pdf

### **DNA 25 Personal Assessments DEBRIEF**

### **Discussion Question**

DQ 3: Self-Assessment

### **Novak TPWY Exercise**

3X5 Grow Yourself (pg.39)

## **Unit 6 (September 27-October 1) Week 6 – Dramatic Theory & Storytelling in Culture**

### **Readings and Resources**

Aaker-The Power of Story

Aaker Signature Stories.pdf

HBR - How to Communicate Clearly During Organizational Change.pdf

Goffman-PresentationOfSelfInEverydayLife.pdf

Goffman-PresentationofSelf-BookSummary.docx

Duffy TheMetaCode\_NotesOnNarrative&PR.pdf

Duff Shootout.pdf

## **Exercise**

CEOs & Culture+Values

Watch Keynote Addresses and Assess Communication of Culture

- Zappos Tony Hsieh Video on Values
- Zappo's Values
- Zappo's Tony Hsieh
- Zuckerberg Keynote at F8 2017
- Steve Jobs 2007 Introducing iPhone
- Jeff Bezos 2014 Keynote Introducing Amazon Fire Phone

## **Discussion Question**

DQ 4: Communicating the Vision

## **Unit 7 (October 4-October 8) Week 7 - Ethnographic Research: Deciphering Culture**

### **Readings**

Qualitative Research Chapter 7.pdf

Schein Chapter 13.pdf

Schein Chapter 14.pdf

Schein Chapter 15.pdf

Eisenberg: A Field Study Guide to Studying Organizational Communication

### **Lecture PPT**

Ethnographic Research

**Cohorts Meet to Begin Research Projects**

## **Unit 8 (October 11-15) Week 8 – Case Studies in Organizational Culture**

**Introduce Case Study #1: Uber**

## **Readings**

How To Do A Case Analysis, B Corp and ESG

## **Follow Up Discussion/Questions about Ethnographies**

## **Work in Cohort Teams on Uber**

## **Unit 9 (October 18--22) Week 9 – Uber Case Study Presentations**

Tuesday: Each Cohort Presents Case Analysis (20 minutes/submit deck via Canvass)

Thursday: **Introduce Case #2: Patagonia**

## **Unit 10 (October 25-29) Week 10 – Patagonia Case Study Presentations**

Tuesday: Each Cohort Presents Case Analysis (20 minutes/submit deck via Canvass)

Thursday: Class discussion of B Corp, ESG and case studies in context of organizational culture

## **Unit 11 (November 1-5 Week 11) Final Project**

Ethnography Research/Work in Cohorts

## **Unit 12 (November 8-12) Final Project**

Ethnography Research/Work in Cohorts

## **Unit 13 (November 15-19) Final Project**

Ethnography Research/Work in Cohorts

**November 22-26 THANKSGIVING BREAK**

**Unit 14 (November 29-December 3) Final Project**

Ethnography Research/Work on Final Reports and Presentations

**Unit 15 (December 6-10) Final Project Presentations**

Final Project Rehearsals (Tuesday, December 7)

Final Project Presentations (Thursday, December 9)

Project Peer Evaluations Due by December 13

Project Reflection Due by December 13

## GRADING

Your acceptance into the Novak Leadership program is an indication that you have already demonstrated a standard of excellence during your time as a Strategic Communication student. It is assumed that you will continue to perform at this level. Your grade will be based on the combination of your individual efforts, how you work as a member of your team, and your team's final project and presentation. In addition to receiving feedback from your professors, you also will submit peer evaluations for each of your team members for each of your case studies and final project. This helps ensure that each team member contributes equitably.

4 Online DQs (50 points each)	200
2 Case Studies (150 points each)	300
Final Project – Instructor/Client Evaluation	250
Final Project - Peer Evaluation	150
Attendance/Participation	100
*Graduate Project	200
<b>Total Points Possible:</b>	<b>1000</b>

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

	Percentage	Definition
<b>A</b>	<b>94-100%</b>	<b>A = Outstanding work.</b> 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 also demonstrated independent thinking and creativity.

<b>A-</b>	<b>90-93.9%</b>	A- = <b>Excellent work.</b> Excellent achievement relative to the level necessary to meet course requirements. Performance was clearly and significantly above satisfactory and demonstrated independent and creative thinking.
<b>B+</b>	<b>87-89.9%</b>	B+ = <b>Near excellent work.</b> Achievement was significantly above the level necessary to meet course requirements. Performance was clearly and significantly above satisfactory and demonstrated independent thinking.
<b>B</b>	<b>84-86.9%</b>	B = <b>Very good work.</b> 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.
<b>B-</b>	<b>80-83.9%</b>	B- = <b>Good work.</b> Achievement at a level just above that necessary to meet course requirements. Performance was notable.
<b>C+</b>	<b>77-79.9%</b>	C+ = <b>Slightly above satisfactory work.</b> Achievement that meets the course requirements. Slightly above adequate.

<b>C</b>	<b>74-76.9%</b>	<b>C=Satisfactory work.</b> Achievement that meets the course requirements. Performance was adequate, although marginal in quality (For undergraduate students: C=adequate. For graduate students: C = inadequate).
<b>C-</b>	<b>70-73.9%</b>	<b>C- = Slightly below satisfactory work.</b> Achievement that barely meets the course requirements. Performance has been slightly below satisfactory and was marginal in quality. ( <i>Lowest permissible grade for a graduate student</i> )
<b>D+</b>	<b>67-69.9%</b>	<b>D+ = Passing work.</b> 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.
<b>D or D-</b>	<b>60-66.9%</b>	<b>D= Minimum passing work.</b> 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.
<b>F</b>	<b>59.9% or less</b>	<b>F= Failed – no credit.</b> 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).

### Graduate Student Project

Graduate students will complete a series of webinars/conferences on organizational culture and leadership, management, or related topics. Students must research and register to virtually attend 5 webinars/conferences throughout the semester. Students must present their list of webinar/conference sources to the instructor for approval. The final deliverable will take the form of a summary/notes from each of the webinars.

### Resources for Webinars & Conferences

- Harvard Business Review
- EntreLeadership
- NeuroLeadership Conference
- Columbia School of Business
- Stanford dSchool
- IDEO

- Ken Blanchard Companies
- Center for Creative Leadership
- Babson College

## **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 <https://keeplearning.umsystem.edu/students/canvas/canvas-orientations>

### **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.

### **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 Accountability and 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.

### **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 200.15 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](http://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](mailto:rsvp@missouri.edu) or 573-882-6638, or go to [rsvp.missouri.edu](http://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](mailto:title9@missouri.edu) or 573-882-3880, or go to [civilrights.missouri.edu](http://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; the director of the Office of Students Rights and Responsibilities at <http://osrr.missouri.edu> or the MU Equity Office at [equity@missouri.edu](mailto:equity@missouri.edu).

All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

**FERPA**

The University of Missouri maintains educational records of students in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA). Related topics include privacy policies at MU, display of student directory information and details about how MU manages FERPA-protected information.

**Professional Values and Competencies**

The Accrediting Council on Education in Journalism and Mass Communications requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

- Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

### **Decreasing the Risk of COVID-19 in Classrooms and Labs**

MU cares about the health and safety of its students, faculty, and staff. To provide safe, high-quality education amid COVID-19, we will follow several specific campus policies in accordance with the advice of the Center for Disease Control and Boone County health authorities. This statement will be updated as information changes.

The University of Missouri has temporarily reinstated our indoor masking requirements for the start of the fall 2021 semester. All students, faculty, staff and visitors, regardless of vaccination status, are required to wear a mask in

classrooms, as well as meeting spaces where social distancing is not possible.

<https://renewal.missouri.edu/>

<https://president.missouri.edu/campus-messages/changes-in-covid-19-policies-begin-aug-2/>