

RACE, GENDER, AND THE MEDIA: A METHODS APPROACH

JOUR 4250/5210

UNDERGRADUATE AND GRADUATE SYLLABUS

SPRING 2026 Location: Online, asynchronous

(This syllabus is designed for printing. All hyperlinks can be found in the Canvas modules.)

- Professor Dorothy Bland, Ph.D.
- Student office hours 11 a.m.-Noon Mondays and Wednesdays, Sycamore 210 (or by appointment)
- Phone 940-565-4917 (office)
- Email Dorothy.bland@unt.edu
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Course description This course teaches students how to use established research methods and mass media theory to study patterns of media portrayals of gender, race, class, disability, and sexuality. Students also learn the history of these patterns and ways they become interwoven in media structures, then accepted by journalists and other media workers, who use them in their professional practice. Students apply established research methods to scrutinize media texts through qualitative and quantitative content analyses using mass media theory. Discussion is a major component to this class. Students are encouraged to discuss, debate, evaluate, and dissect the topics we study in a civil and intellectual manner.

Required texts

- Rebecca Ann Lind. (2026). *Race/Gender/Class/Media: Considering diversity across audiences, content, and producers, 6th edition*. New York, NY: Routledge. Ebook on reserve through library.unt.edu
- Online readings listed on the syllabus and on Canvas
- Your own blog
- Streaming video, websites

NOTE: This is an online, asynchronous class with one exception. The **midterm exam will be taken online from 3:30-5 p.m. on September 30**. It is an open book, critical thinking exam that can be taken from any location but is timed. Please make arrangements to be available during this time.

I understand some students may like to have Zoom chats. I will offer four Zoom chats for up to 20 points extra credit spread over four Tuesday evenings 6:30-7:30 p.m. The first Zoom chat would be the second week of class (Tuesday, Aug. 25. at 6:30 p.m.

Here are other days/times for Zoom chats with 5 bonus points to anyone who participates in the Zoom chat:

- **Tuesday, Sept. 22 at 6:30 p.m. — Prep session for midterm exam. The midterm exam will be open Sept. 28 from 6:30-8 p.m.)**
- **Tuesday, Oct. 26 at 6:30 p.m. with potential guest speaker TBA**
- **(Tuesday, Nov. 16 at 6:30 p.m. — Discussion and review expectations for final projects)**

Library guides to this course

JOUR 4250 (undergraduate) Race, Gender and the Media: A Methods Approach:

<https://guides.library.unt.edu/jour4250>

JOUR 5210 (graduate student) Race, Gender and the Media: <https://guides.library.unt.edu/jour5210>

Course goals and competencies for Mayborn School of Journalism accreditation

- 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 tools and technologies appropriate for the communications professions in which they work.

Course structure

To be successful in this course I advise you to set aside 3-9 hours per week to read, watch, and listen to the material and to complete your writing assignments and quizzes.

Course Objectives

Upon successful completion of this course, learners will be able to:

1. Recall key aspects of theories and concepts learned through class.
2. Identify media practices that stereotype and marginalize different groups of people.
3. Create your own research studies that demonstrate media patterns.
4. Select type of media to analyze and identify data within the media.
5. Analyze the patterns within the data to obtain results.
6. Evaluate the results by applying them to established theories and practices.
7. Recommend ways mass media can change/alter/improve on practices to make its content more equitable.

Prerequisites

There are no required prerequisites for this course. However, to be successful in this course you will need to:

- Describe media practices along with the foundation that theory sets for analysis.
- Cite sources, giving credit to where you obtain information.
- Network with others and offer varying perspectives.
- Make the commitment to spend at 3-9 hours a week reading the assignments, reflecting on the material covered, and participating in other activities throughout the course.
- Don't be afraid to ask questions! I am here for you, and so is your TA.

If you have a private question, please contact me in person, by text, or via email and I will respond within 24 hours on weekdays (usually sooner). Please do not expect a response over the weekend. I will not be available between 9 p.m. and 9 a.m.

Normally, I will return feedback on all written assignments within two weeks of the due date. However, if I see that I will be unable to return your feedback that quickly, I will post an Announcement to let everyone know when it can be expected. Blogs will not be graded weekly. You will receive a midterm and final grade only on the blogs.

Activities (undergraduate)

- Your individual blog (10 posts), 20%
- Online quizzes, 10%
- Diversity style guide essay, 10%

Assessments (undergraduate)

- Project I, Individual Media Analysis, 20%
- Concepts/Methods Exam, 20%
- Project II, Group or Individual Community Service Project, 20%

Activities (graduate)

- Your individual blog (10 posts), 20%
- Online quizzes, 10%
- Diversity style guide essay, 10%

Assessments (graduate)

- Project I, Research Paper Proposal, 10%
- Concepts/Methods Exam, 20%
- Project II, Research Paper, 30%

Grading

- A: 90-100% (Outstanding, excellent work. The student performs well above the minimum criteria.)
- B: 80-89% (Good, impressive work. The student performs above the minimum criteria.)
- C: 70-79% (Solid, college-level work. The student meets the criteria of the assignment.)
- D: 60-69% (Below average work. The student fails to meet the minimum criteria.)
- F: 59 and below (Sub-par work. The student fails to complete the assignment.)

Grade-related policies All work turned in after the deadline will receive a grade of zero unless the student has a university-excused absence ([Links to an external site.](#)) and provides documentation with 48 hours of the missed deadline. I aim to return graded work to you within two weeks of the due date. When this is not possible, I will send an announcement to the class.

You are required to wait 24 hours before contacting me to dispute a grade. Within that time, I expect that you will review the assignment details and reflect on the quality of the work you turned in. If you would still like to meet, email me to set up a Zoom meeting (I cannot discuss grades over email). You should come to our scheduled meeting with specific examples that demonstrate that you earned a higher grade than you received. If you miss your scheduled meeting, you forfeit your right to a grade dispute. If you do not contact me to schedule a meeting within seven days of receiving your grade, you also forfeit your right to a grade dispute.

I will offer various **extra credit opportunities** throughout the semester. Watch the announcements for these!

Blogging Part of your grade will depend on a blog you will create to reflect on the topics we discuss in class. You will submit your **10 blog posts** through Canvas on two occasions: 5 posts at midterm and 5 posts on the final day of class. You will assemble these into a blog posted on the internet. You will submit the text of this blog to Canvas for your final blog submission and grade (you may also include the link, but we need the text content of your blog to grade it). To achieve an A on your blog grade, you should submit posts based on analysis, facts, evidence and self-reflection, no matter what your opinion is. You are free to agree or disagree with what is presented in class; the position you take will not affect your grade, but the quality of your analysis will. You can set up a blog for this class at sites such as www.blogger.com or www.wordpress.com or www.wix.com, or another format of your choice. (You should find a free site.) You also may add a clearly labeled section to an existing blog.

Posts should be 200-400 words each, discussing topics related to the class. These can either be reflections on class discussions and lectures or your own observations of things you encounter related to the class. I have included some suggestions on Canvas, but these only are suggestions; your blog is yours to write. You will need to incorporate concepts and theories we discuss in class and cite any outside sources you use to make points in your blog. You may also use visuals or audio if you like. Cutting and pasting without citations and quotation marks is considered plagiarism. Use of ChatGPT or any other artificial intelligence to generate your post is not acceptable. Spelling, grammar, and clear writing will be considered when grading. If you are using the same blog platform you use for another purpose, the posts for this class should be clearly labeled. You may not use the same posts for other classes or assignments. NOTE: several past students in this class have used this blog as writing samples to get a job or internship, so keep that in mind.

Quizzes At the beginning of the class, you will take a 20-point academic dishonesty quiz (see syllabus section on academic dishonesty that follows this section). Some weekly modules include 10-point quizzes that you may take multiple times until you get the answers correct. All quizzes are in Canvas.

Midterm exam The midterm exam will be taken online from **3:30-5 p.m. on Wednesday, September 30**. It is an open book, critical thinking exam that can be taken from any location but is timed. Please make arrangements to be available during this time.

Academic dishonesty Academic dishonesty includes, but is not limited to, the use of any **unauthorized assistance** in taking quizzes, tests, or exams; dependence upon the aid of sources beyond those authorized by the instructor, **the acquisition of tests** or other material belonging to a faculty member, **dual submission** of a paper or project, **resubmission** of a paper or project to a different class without express permission from the instructors, or any other act designed to give a student an unfair advantage. **Plagiarism** includes the paraphrase or direct quotation of published or unpublished works *without* full and clear acknowledgment of the author/source. Academic dishonesty will bring about disciplinary action, which may include expulsion from the university. This is explained in the UNT Student Handbook. The instructor reserves the right to issue a ZERO for any assignment found to have involved **plagiarism, fabrication, dual submission, unauthorized use of artificial intelligence**, or any other act of academic dishonesty.

Mayborn academic integrity policy The codes of ethics from the Society of Professional Journalists, American Advertising Federation and Public Relations Society of America address truth and honesty. The Mayborn School of Journalism embraces these tenets and believes that academic dishonesty of any kind – including **plagiarism and fabrication** – is incongruent with all areas of journalism. The school's policy aligns with UNT Policy 06.003 and requires reporting any act of academic dishonesty to the Office for Academic Integrity for investigation. If the student has a previous confirmed offense (whether the first offense was in the journalism school or another university department) and the student is found to have committed another offense, the department will request the additional sanction of removing the student from the Mayborn School of Journalism. The student may appeal to the Office for Academic Integrity, which ensures due process and allows the student to remain in class pending the appeal.

Artificial intelligence All work submitted for this class must be your original work—that is, it cannot have been published already online, submitted for any other class, or **created by** generative AI. Remember that many grammar-checking, paraphrasing, word processing programs also employ generative AI. If you have used one of these programs, you need to acknowledge it in your work and explain why you used the program. In general, the unauthorized use of generative AI for work turned in for this class will be considered a form of cheating and will be assigned the same penalties as cheating.

We will consider limited use of specific Generative AI (GenAI) tools for some assignments. These assignments help build ethical resilience and GenAI literacy, preparing you for careers in a GenAI-oriented workforce. You may use Gen AI to streamline tasks, generate prompts, draft outlines or other uses, but you must disclose this on your assignments. In accordance with the UNT Honor Code, unauthorized use of GenAI tools is prohibited. Using GenAI content without proper credit or substituting your own work with GenAI undermines the learning process and violates UNT academic integrity. *If you're unsure whether something is allowed, please seek clarification from the instructor.*

The UNT Academic Integrity Policy may be found here: <https://vpaa.unt.edu/ss/integrity>.

If you would like to learn more about artificial intelligence, its use, and how to effectively use it in your work, the university offers these free “micro-credential” courses:

<https://digitalstrategy.unt.edu/microcredentials/ai-fundamentals.html>

Disability accommodations The University of North Texas and the Mayborn School of Journalism make reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time. However, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class.

Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student.

For additional information see the website for the [Office of Disability Access](http://www.unt.edu/oda) (<http://www.unt.edu/oda>). You may also contact them by phone at 940.565.4323.

Discrimination, harassment, and assault UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. UNT's Survivor Advocate can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

In addition, we will be discussing controversial and sometimes sensitive topics in the classroom. I urge you to let me or the TA know if something is bothering you in this way. I also encourage you to ask for help through the Survivor Advocate or another professional if you are having feelings that affect your performance in this class or in life in general. **A list of mental health resources appears at the end of this syllabus. Call or text 988 for the National Suicide and Crisis Lifeline.**

Academic freedom statement Some Texas laws have banned diversity, equity, and inclusion programs at public colleges and universities in Texas. These laws do not in any way affect content, instruction or discussion in a course at public colleges and universities in Texas. Expectations and academic freedom for teaching and class discussion have not been altered post-SB 17, and students should not feel the need to censor their speech pertaining to topics including race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion.

The concept of academic freedom applies in this class. Higher education is predicated on the exchange, vetting, and deliberation of often controversial and unsettled ideas. In this class, for example, we explore how the public, scholars, and media producers engage questions of representation and media content production. We are not here to simply express personal opinions or repeat talking points, but rather to engage a set of ideas and research findings that have a long and complicated history and are therefore subject to ongoing debate. Committed students and scholars can, and do, disagree on the topics we will be discussing.

This course has been designed to bring these controversies and disagreements to the fore. Students are also invited to introduce additional challenges in a serious and open-minded manner. Such conversations require mutual trust and respect. It is therefore essential that students feel free to express their deeply held views and continually developing perspectives. This means ensuring that all students and faculty feel included and welcomed to engage in discussion. Because hateful or discriminatory speech and behavior degrades the possibility for a free exchange of ideas, it will not be tolerated.

Syllabus This is a tentative outline that may change throughout the semester. If you miss an assignment, it is your responsibility to keep up with this syllabus and the assignments. Each week contains quite a bit of material. All assigned readings, films, and other texts are listed and linked on the Canvas modules. Our goal is to have content posted each Monday by noon of each week, and you should plan to complete your assignments by Friday at 10 p.m. each week. Blog posts should be completed by 10 p.m. Sunday each week as appropriate.

NOTE: Most of the documentaries listed here are available through the UNT Media. Many can be streamed on your computer at the Media Library website (www.library.unt.edu) or through other sites such as YouTube. You can access the Media Library online with your EUID.

PART 1: NEWS MEDIA

Week 1, Aug. 17: Course introduction. Overview of mass media theories and research methods. (PowerPoint presentations posted on Canvas.) What is media literacy? Diversity in media. Media conglomeration.

VIDEO: Antoine Dodson original newscast + discussion

1. Lind book, Chapter 3.6, "The Relevance of Race in Interpreting a News Story," p. 74-79.
2. Lind book, Chapter 3.7, "Online Harm: Why Does It Happen and How Do We Stop It?" p. 80-85.

Take Academic Integrity quiz on Canvas by Friday, Aug. 21, at 9 p.m.

Week 2, Aug. 24: Images of race in news. Implicit bias. Content analysis.

To prepare for this class, please read and be prepared to discuss/blog:

1. Lind book, Chapter 1, "Laying a Foundation for Studying Race, Gender and the Media," p. 1-9.
2. Lind book, Chapter 2.1, "The Social Psychology of Stereotypes: Implications for Media Audiences," p. 13-18.
3. Lind book, Chapter 2.2, "Black Criminality and the Persistence of Stereotypes in the 21st Century," p. 19-23.
4. Travis L. Dixon, "Good Guys Are Still Always in White? Positive Change and Continued Misrepresentation of Race and Crime on Local Television News," *Communication Research* 44, 6, on Canvas.

VIDEO: "Race: The Power of an Illusion Episode 1" streamed through UNT Library. Link on Canvas.

CANVAS QUIZ on this week's materials by Friday of this week at 9 p.m.

Week 3, Sept. 2: Symbolic annihilation, gender stereotypes, and feminism.

To prepare for this class, please read and be prepared to discuss/blog:

1. Lind book, Chapter 7.7, "Never About My Work, Never About My Motivations: Exploring Online Experiences of Women Journalists of Color," p. 259-263.
2. Lind book, Chapter 4.10, "Ideal Femininity, According to White Christian Women Influencers," pp. 133-137
3. Tracy Everbach, "Women's (mis) Representation in News Media." Chapter One of *Media Disparity: A Gender Battleground* by Cory A. Armstrong. Posted On Canvas.
4. Lind book, Chapter 4.4, "Framing Feminism," p. 103-108

VIDEO: TED talks: Cameron Russell, "Looks Aren't Everything. Believe Me, I'm a Model" AND Chimamanda Ngozi Adichie: "We Should All Be Feminists." Links on Canvas.

CANVAS QUIZ on this week's materials by Friday of this week at 9 p.m.

Week 4, Sept. 7: Historical analysis and oral history; the black press in America.

To prepare for class, please read:

1. Lind book, Chapter 3.3, "Who Should Portray Historical Figures in Black History Films?" p. 60-64

2. Lind book, Chapter 4.6, "Race, Gender and Class in Coverage of Mass Shootings Evidence from a Decade of National News," p. 114-117
3. Visit <https://www.thehistorymakers.org/> and select one history maker to write about for your blog and explain why you chose that person including context from the interview posted online.

VIDEO: "The Black Press: Soldiers Without Swords." ON DEMAND THROUGH UNT MEDIA LIBRARY.

CANVAS QUIZ on this week's materials by Friday of this week at 9 p.m.

PART 2, ADVERTISING, MUSIC, MASCULINITY, AND SPORTS

Week 5, Sept. 14: Introduction to advertising culture, body image, socialization.

To prepare for this class, please read:

1. Lind book, Chapter 2.6, "Body Image and Adolescent Girls' Selfie Posting, Editing, and Investment" p. 40-45.
2. Lind book, Chapter 3.5, "All I Really Needed to Know (About Beauty) I learned by Kindergarten: A Cultivation Analysis," p. 69-73
3. Lind book, Chapter 4.1, "The More You Subtract, the More You Add": Cutting Girls Down to Size in Advertising" p. 89-94 (corresponds with this week's documentary, "Killing Us Softly 4."

VIDEO: "Killing Us Softly 4" ON DEMAND THROUGH UNT MEDIA LIBRARY.

Week 6, Sept. 21: Men and male stereotypes.

To prepare for this class, please read:

1. Lind book, Chapter 5.10, "Honing Hegemonic Masculinity: A Look at *I Love You, Man* and *Get Hard*," p. 179-183
2. Lind book, Chapter 6.2, "Critiquing the Kendrick-Drake Rap Battle: The Super Bowl 2025 Halftime Show as Political Commentary," p. 189-192
3. Lind book, Chapter 8.8, "Exploring Toxic Conservatism in Muslim Manosphere," p. 303-307

VIDEO: "The Mask You Live In" ON DEMAND THROUGH UNT MEDIA LIBRARY.

PROJECT 1 DUE

Week 7, Sept. 28 EXAM 3:30-5 p.m. on Sept. 30, 2026. This is an online, asynchronous class with one exception. The midterm exam will be taken online from 3:30-5 p.m. on September 30. It is an open book, critical thinking exam that can be taken from any location, but is timed. Please make arrangements to be available during this time.

Social class, entertainment media, and social good.

To prepare for this class, please read:

1. Lind book, Chapter 2.3, "Positive Media Psychology: The Role of Uplifting Media in Encouraging Social Good," p. 25-31.

2. Lind book, Chapter 3.2, "Audience Evaluations of the Intersection of Race, Gender, and Disability in Media," p. 56-59

Also covered (slides and information on Canvas): social class, disability, Bechdel test, Finkbeiner test

Week 8, Oct. 5 Sports, Native American mascots.

To prepare for this class, please read:

1. Lind book, Chapter 4.7: "Fairness or Fear? Media Coverage of Trans, Intersex and Sex-Tested Female Athletes" p. 118-123
2. Lind book, Chapter 8.7, "Arguing Over Images: Native American Mascots and Race," p. 297-302

Video: "Not Just a Game: Power, Politics, and American Sports" can be streamed through UNT Media Library.

Week 9, Oct. 14: Violence against women, portrayals of women in media.

To prepare for this class please read the following and watch Eminem and Rhianna's "Love the Way You Lie" video.

1. Lind book, Chapter 6.5, "Eminem's 'Love the Way You Lie' and the Normalization of Men's Violence Against Women," p. 202-205
2. Lind book, Chapter 6.3, "Not Just Jezebel: Black Women, Nicki Minaj, and Sexualized Imagery in Rap," p. 193-196

VIDEO: "Miss Representation" streamed through the UNT Media Library. Link on Canvas.

CANVAS QUIZ on this week's materials by [Friday of this week at 9 p.m.](#)

Week 10, Oct. 19: Islamophobia, Asians in America and Jewish Culture.

To prepare for this class, please read:

1. Lind book, Chapter 2.5, "Framing Muslim Women Activists Abroad: Audience Perceptions and the Power of Stereotypes," p. 19-24
2. Lind book, Chapter 4.8, "Breaking the Model: Examining Safe Space Provided by Asian American Identity-Focused News Sites" p. 124-127
3. Lind book, Chapter 7.5, "Modeling the Other: How Asian Models Are Expected to Embody their Race in Advertising" p. 243-246
4. Lind book, Chapter 7.8, "Sights, Sounds and Stories of the Indian Diaspora: A New Browning of American Journalism," p. 257-261
5. Lind book, Chapter 7.9, "Still Counting on Each Other: Valuing the Voices of Asian American Journalists", p. 262-267
6. Lind book, Chapter 3.4, "Framed and Flattened: How Jewish Young Adults Say the News Shapes Their Self-Concept," p. 65-68

CANVAS QUIZ on this week's materials by [Friday of this week at 9 p.m.](#)

VIDEO: "Being Asian in America" video from Pew Research Center. On YouTube.

Week 11, Oct. 28: Gays, lesbians, bisexual, and transgender people in media.

To prepare for this class, please read:

1. Lind book, Chapter 5.4, "Queering Japan: Cultural Normativities in Netflix's *The Boyfriend*," p. 151-155
2. Lind book, Chapter 6.7, "Queergaming, the Limits of Representation, and Extractive Gameplay in *Dragon Age: Inquisition*," p. 211-215
3. Presentation on the changing representation of LGBTQ+ people on television by Rafael McDonnell, a UNT graduate who currently is communications and advocacy director for the [Dallas Resource Center \(Links to an external site.\)](#)

CANVAS QUIZ on this week's materials by Friday of this week at 9 p.m.

Week 12, Nov. 4: Hispanics/Latinos in the media

To prepare for this class please read:

1. Lind book, Ch. 4.3, "Framing the Immigration Story," p. 99-102
2. Lind book, Ch. 5.8, "Shining with Barbie: Latina Representation and Intergenerational Feminism in Barbie," p. 170-173
3. NAHJ Cultural Competence Handbook: [CULTURAL COMPETENCE HANDBOOK](#)

VIDEO: "Latinos Beyond Reel" ON DEMAND THROUGH UNT MEDIA LIBRARY.

Week 13, Nov. 11: Reality TV, Twilight, and horror films.

To prepare for this class, please read:

1. Lind book, Chapter 5.7, "Bella's Choice: Deconstructing Ideology and Power in *The Twilight Saga*," p. 163-168. (SCWAMP framework)
2. Lind book, Chapter 5.5, "It's OK that We Backstab Each Other: Cultural Myths that Fuel the Battling Female in *The Bachelor*," p. 156-160
3. Lind book, Chapter 5.9, "If You Know, You Know: Constructing Black Horror Production and Identity in *The Blackening*" p. 174-178

VIDEO: Ashanti Branch TED Talk: "The Masks We All Wear."

CANVAS QUIZ on this week's materials by Friday of this week at 9 p.m.

Week 14, Nov. 18: Stereotypes and new representations in Disney films.

To prepare for this class please read:

VIDEO: "Mickey Mouse Monopoly" ON DEMAND THROUGH UNT MEDIA LIBRARY.

DUE by Friday of this week at 9 p.m.: Media style guide assignment. Instructions on Canvas.

Week 15, Nov. 25: THANKSGIVING HOLIDAY BREAK – NO ASSIGNMENTS!

Week 16, DEC. 2. Algorithms and bias

To prepare for this class, please read

1. Lind book, Chapter 7.1, "Is Siri a Little Bit Racist? Recognizing and Confronting Algorithmic Bias in Emerging Media," p. 223-226
2. Lind book, Chapter 7.2, "Gendered Imaginations: Critical Prompting and Decoding Bias in Text-to-Image Generative AI," p. 228-232
3. Lind book, Chapter 7.3, "Feminism in Ai-Generated Images: Diversity, Symbols and Sexualization Aesthetics," p. 233-237

Video: Scientist and artist Dr. Joy Buolamwini, founder of the Algorithm Justice League, which fights for racial and gender equality in AI: <https://www.youtube.com/watch?v=eRUEVYndh9c>

NO FINAL EXAM. FINAL PROJECTS DUE BY 11:59 p.m., Dec. 2. FINAL BLOGS DUE Dec. 2.

All extra credit due Dec. 2. No work will be accepted after Dec. 2 unless specific permission is given.

ASSIGNMENTS

Undergraduate Project Assignments

Undergraduate Project I

This project is intended to be an opportunity for you to develop your ability to identify, synthesize, and critique media texts. You also will employ the mechanics of writing to clearly convey your thoughts. You are expected to cite all sources used in your project (your choice of citation style).

This is a paper of 750-1,000 words, with your choice of charts, graphs, images, to illustrate your points.

Choice of one (note that you have two options)

1. **HISTORY:** Find an old news magazine, newspaper, film, television series, advertising campaign that would have been available to one of your older family members or friends at a designated place and time. This artifact should be at least 20 years old. Discern patterns of depictions of people. Are stereotypes included, either overtly or more subtly? How did you identify these? Why do you think these depictions are used? Are there patterns of these depictions? What about photos, headlines, cutlines, bylines, story placement, table of contents, scenes? Who are the sources quoted? Who are the characters depicted? What do these elements reveal about representations in that era? Tie your findings to theories or concepts we have discussed in class. Discuss and analyze. **STEP TWO:** Interview your family member or friend to discuss your findings, your assumptions and conclusions, and see whether these match his or her own perceptions of that era's news media coverage. You'll write a 750- to 1,000-word, report of your own findings (mini-content analysis), incorporating the comments from your interview with the family member or friend (oral history).

OR

2. **CONTENT ANALYSIS:** Complete a content analysis of news media, entertainment media or advertising, using the tools of qualitative and/or quantitative research. For example, choose a website, magazine, TV program, film(s) or newspaper. Create a body of texts to study, such as first-page or homepage stories, top stories in newscasts, or sports coverage. Or choose a movie or movies, television shows, roles of particular people in movies or TV shows, an advertising campaign, portrayals of particular people in ads, video games, music videos, or other facets of entertainment media. You should analyze the media text for aspects of race, gender, sexuality, or other topics we have discussed in class. You can choose one or more aspects. You'll write a 750- to 1,000-word report of your own findings (mini-content analysis), including numbers along with descriptive analysis that helps you find patterns or themes. If appropriate, attach your own charts or graphs of the numbers you counted or themes you found and/or a sample of what you analyzed (e.g. photos or links). Be sure to note what is significant about your findings and point out both positive and negative implications. Tie your findings to any of the theories or concepts we have discussed in class. Discuss and analyze.

If you don't remember how to do research and cite sources, here are some resources through the UNT Libraries.

Library Guide to Citation Basics: <https://guides.library.unt.edu/citations-style-guides>

Library Guide to Citation Research Tools: <https://guides.library.unt.edu/citations-style-guides/tools>

ENGL 1310 College Writing I: Beginning the Research Process (basic videos on research and writing): <https://guides.library.unt.edu/ENGL1310/beginning-research-process>

ENGL 1310: Summarizing Paraphrasing and Quoting (also covers plagiarism and how to avoid it): <https://guides.library.unt.edu/ENGL1310/writing-resources>

Undergraduate Project II--Community service project

This project is intended to be an opportunity for you to develop your ability to identify, synthesize, and critique media texts. You also will employ the mechanics of writing to clearly convey your thoughts. You are expected to cite all sources used in your project (your choice of citation style).

This is a paper of 750-1,000 words, with your choice of charts, graphs, images, to illustrate your points.

Students are required to complete a group or individual community service project focused on media literacy. Students will conduct the project alone or in a group of up to four. You may choose your own groups. Your group may choose ONE of two options:

1. Complete a content analysis of national, local or campus media, focusing on portrayals of race and gender. This can be news media, advertising campaigns, film, streaming or TV shows, music, or other media. You should use the research methods of quantitative and/or qualitative analysis and present your findings in a professional manner with original charts, graphs, citations, and conclusions backed up by research and facts, NOT opinion. Be sure to note what is significant about your findings and point out both positive and negative implications. Use citations for all work that is from outside sources. **STEP TWO (optional):** Submit the analysis to the media organization that produced the media text. It is hoped that the organization will take the findings into account when producing its next editions (in the case of a newspaper, online or broadcast outlet), program (television), film, advertisement, or other media product. **ONE PERSON** in your group should submit the final report with everyone's name on it. You must turn in a copy of your 750- to 1,000-word analysis along with contact information and/or a letter or e-mail or screenshot so I may confirm the media outlet received it. (Student media are options for this study.)

OR

2. Make a presentation to a campus or community organization or a student group about media literacy. For example, give a presentation to local middle-school students (public or private school), a group like the Girl Scouts or Boys and Girls Clubs, or a UNT campus group or club about how body image is distorted by media, about violence in video games, representation of race in media, or some other topic related to this class. ONE PERSON in your group should submit a final report describing the presentation and the reaction from the audience. The report should include everyone's name on it. The report should be 750- to 1,000-words long and provide contact information and/or a letter or e-mail from the school or organization so I may confirm that your group completed the session. Or, you may have someone from the group contact me with confirmation. I suggest you begin trying to book this at the beginning of the semester.

NOTE: If you don't remember how to do research and cite sources, here are some resources through the UNT Libraries.

1. Library Guide to Citation Basics: <https://guides.library.unt.edu/citations-style-guides>
2. Library Guide to Citation Research

Tools: <https://guides.library.unt.edu/citations-style-guides/tools>

3. ENGL 1310 College Writing I: Beginning the Research Process (basic videos on research and writing): <https://guides.library.unt.edu/ENGL1310/beginning-research-process>
4. ENGL 1310: Summarizing Paraphrasing and Quoting (also covers plagiarism and how to avoid it): <https://guides.library.unt.edu/ENGL1310/writing-resources>

For both undergraduates and graduates: Diversity Style Guide assignment

Go to the Diversity Style Guide for media professionals. (<https://www.diversitystyleguide.com/>)

This "is a resource to help journalists and other media professionals cover a complex, multicultural world with accuracy, authority and sensitivity. The guide includes terms and phrases related to race/ethnicity; religion; sexual orientation; gender identity; age and generation; drugs and alcohol; and physical, mental and cognitive disabilities." The guide states that it is not meant to be "politically correct," but to help media professionals write fairly about people and communities different from their own.

Your assignment is to choose any term from the guide (from A-Z). Research the origin of this term (you may consult sources outside the guide and you should cite them properly). Discuss why the term may be problematic or, on the other hand, why it may be appropriate. How would this term be used in context of a media text? How have other media used it? How may you use or not use this term in the future, either in your profession or your general life?

This essay should consist of approximately 500 words.

Graduate Student Project Assignments

Project I

This project is intended to be an opportunity for you to begin a study in which you will develop your ability to identify, synthesize, and critique media texts according to race, gender, or other topics covered in this class. You also will employ the mechanics of writing to clearly convey your thoughts. You are expected to cite all sources used in your project (your choice of citation style).

This is a paper of 750-1,000 words, with your choice of charts, graphs, images, to illustrate your points.

Design a study that you could use to submit to an academic conference or journal. You may use either qualitative or quantitative analysis, or both. Come up with a research question you would like to ask. Conduct a small pilot study to see if your design works. For example, choose a website, magazine, TV newscast or newspaper, then create a body of texts to study, such as first-page or homepage stories, obituaries, sports articles, several days of reporting from the same source about a particular event, photos used in coverage, focusing on coverage of a certain group (e.g., people of color, people with disabilities, women, LGBTQ+). You also could design a study using surveys, interviews or other human-subjects research. Write a four- to six-page, double-spaced report of the study design and your own findings, including numbers along with descriptive analysis. Use citations and references for any studies or other research you use in your study design.

Project II- Final paper

You'll be writing a 10- to 15-page final project, double-spaced, for the end of the semester. You may expand on the study you designed for Project I, or you may choose another topic. For this assignment, you'll need to choose a method from those listed below. You should choose a focus from the areas of race, gender, sexualities, disabilities, economic class or a subset of these. For methods, choose from:

Historical analysis

Content analysis (quantitative or qualitative)

Semiotics

Discourse analysis

Interviewing and/or observation

Survey

Case study

Ethnography

First, you'll need to find mass media texts (ads, films, videos, news stories, editorial cartoons, comics, TV shows, music) or other subjects to study.

Next, you'll conduct research to build a brief **review of literature**, using at least four to five outside sources. Be sure to include some theoretical work in this literature review.

Devise a list of possible **research questions** or one overall research question after reading scholarly work about your topic. Once you've considered your texts and your lit review, you'll decide on which method will be most useful for analyzing these texts or their effects on people and answering your potential research questions.

To develop your **methodology**, finalize your research questions and write up a protocol for analyzing your data (be sure this method will expose findings that will be responsive to your research questions). You may use a chapter from the textbook or a study we read to help with the method you are using.

Report your data and synthesize these findings with your literature review, mixing your results with insights you have and with theories that you've studied. These insights will form the basis of your **discussion/conclusions**. **As a scholar of race and gender in media, what do you think this means?**

For your **works cited or references** page, which should be page 11 or higher, you'll need to use APA, MLA, Chicago or similar style. There are also online resources for how to cite sources. Here is one: <http://citationmachine.net/>. Be sure to use quote marks for all material quoted from sources other than your own brain. After indirect or directly quoted material, give the citations of where this information may be verified by offering the author's name, the year, and page number.

Finally, attach samples or Internet links to the text you analyzed.

Your paper should be set up like this or similarly to this:

Introduction and research question or questions

Literature review

Method

Results

Discussion/conclusion

References

NOTE: If you don't remember how to do research and cite sources, here are some resources through the UNT Libraries.

1. Library Guide to Citation Basics: <https://guides.library.unt.edu/citations-style-guides>
 2. Library Guide to Citation Research
Tools: <https://guides.library.unt.edu/citations-style-guides/tools>
 3. ENGL 1310 College Writing I: Beginning the Research Process (basic videos on research and writing): <https://guides.library.unt.edu/ENGL1310/beginning-research-process>
 4. ENGL 1310: Summarizing Paraphrasing and Quoting (also covers plagiarism and how to avoid it): <https://guides.library.unt.edu/ENGL1310/writing-resources>
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JOURNALISM REQUIREMENTS & GUIDELINES

JOURNALISM COURSE REGISTRATION

· By registering for this course, you are stating that you have taken the required prerequisites according to your catalog year and major/minor status. If the instructor later determines that you haven't taken and passed these requirements, then you may be dropped at any point in the semester. If you have questions about your prerequisites, please see an advisor.

· A journalism major enrolled in any restricted 3000 and 4000 level classes must have taken and passed all foundational courses. Students must earn and maintain a 2.5 UNT and/or overall GPA (depending upon catalog year) to be eligible for major-level courses.

RE-TAKING FAILED JOURNALISM CLASSES

Students will not be allowed to automatically take a failed journalism course more than two times. Once you have failed a journalism course twice, you will not be allowed to enroll in that course for one calendar year after the date you received the second failing grade. Once a student has waited one calendar year after failing a course twice, the student may submit a written appeal to the director to be approved to enroll a third time. Students will not be allowed to re-take a failed journalism course more than three times.

TEXTBOOK POLICY

The Mayborn School of Journalism doesn't require students to purchase textbooks from the University Bookstore. Many are available through other bookstores or online.

OFFICE HOURS

I'll be in my office from 10 to 11:30 a.m. Mondays and Wednesdays. Other office hours are available by appointment. My virtual office is always open; just email me, and I promise to respond within 24 hours, except on weekends or when I'm traveling on university business.

ATTENDANCE

One absence in the course is the limit without penalty toward your final grade, unless you have communicated with me from the beginning about an extraordinary problem. Coming to class late or leaving early may constitute an absence for that day. This course requires your attendance and participation each class meeting.

FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS (SAP) UNDERGRADUATES

A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 2.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total registered hours per semester. Students cannot exceed attempted credit hours above 150% of their required degree plan. If a student does not maintain the required standards, the student may lose financial aid eligibility.

If at any point you consider dropping this or any other course, please be advised that the decision to do so has the potential to affect your current and future financial aid eligibility. Please visit UNT Financial Aid (<https://financialaid.unt.edu/satisfactory-academic-progress-requirements>) for more information about financial aid Satisfactory Academic Progress. It may be wise for you to schedule a meeting with your MSOJ academic advisor or visit the Student Financial Aid and Scholarships office to discuss dropping a course before doing so.

ACADEMIC ADVISING

All first-time-in-college students at UNT are required to schedule an appointment with their Academic Advisor and receive an advising code to register for classes both fall and spring semesters of the first year in college. ALL students should meet with their Academic Advisor at least one time per long semester (Fall & Spring). It is important to update your degree plan on a regular basis to ensure that you are on track for a timely graduation.

It is imperative that students have paid for all enrolled classes. Please check your online schedule daily through late registration to ensure you have not been dropped for non-payment of any amount. Students have been unknowingly dropped from classes for various reasons such as financial aid, schedule change fees, parking fees, etc. MSOJ will not be able to reinstate students for any reason after late registration, regardless of situation. It is the student's responsibility to ensure all payments have been made.

UNT FALL 2026 Semester Calendar

Academic Calendar is subject to change

KEY SEMESTER DATES	Full Semester AUG. 17-DEC. 11	8 week I Session AUG. 17-OCT. 9	8 week II Session OCT. 12-DEC. 11
Schedule of Classes Available on myUNT	Mar. 9	Mar. 9	Mar. 9
Registration Opens for specifics by student group/class: https://registrar.unt.edu/when-can-i-register	Mar. 16	Mar. 16	Mar. 16
Prerequisite Drop Students not meeting course prerequisites will be dropped from their courses.	July 29	July 29	Oct. 12
Regular Registration Ends	Aug. 13	Aug. 13	Oct. 8
Late Registration Period—For Students not Registered for the Term Students registering late will incur a late registration fee of \$75.	Aug. 14-21	Aug. 14-21	Oct. 9-16
Last Day to Withdrawal from Entire Term on myUNT Courses do not appear on the transcript. After this date see Dean of Students to withdrawal from the entire term.	Aug. 16	Aug. 16	Oct. 11 if only 8 week II
Classes Begin	Aug. 17	Aug. 17	Oct. 12
Last Day to Add a Class or Swap Sections A swap is switching sections of the same course in the same session.	Aug. 21	Aug. 21	Oct. 16
Last Day to Drop a Class Section Without a W (Census) Courses dropped before this date will not appear on official transcript. (Dropping courses may impact financial aid and degree completion. See advisors.)	Aug. 28	Aug. 22	Oct. 17
Drop with a Grade of W Begins Courses appear on the transcript with a grade of W and tuition and fees remain. (Dropping courses may impact financial aid and degree completion. See advisors.)	Aug. 29	Aug. 23	Oct. 18
Last day to change to pass/no pass grade option (undergrads)	Sept. 25	Sept. 4	Oct. 30
Midpoint of the Semester	Oct. 9	Sept. 11	Nov. 6
Last day for a student to drop a course or all courses with a grade of W.	Nov. 6	Sept. 25	Nov. 20
First day to request a grade of Incomplete	Nov. 7	Sept. 26	Nov. 21
Pre-Finals Days	Dec. 2-3	N/A	N/A
Last Regular Class Meeting	Dec. 3	Oct. 8	Dec. 10
Reading Day—No Classes	Dec. 4	N/A	N/A
Final Exams	Dec. 7-11	Oct. 9	Dec. 11
Last Day of Session	Dec. 11	Oct. 9	Dec. 11
University Grade Submission Deadline 4 pm	Dec. 14	Oct. 12	Dec. 14
Grades/Academic Standing posted on the Official Transcript	Dec. 16	Dec. 16	Dec. 16
Labor Day - No Classes - University Closed	September 7, 2026		
Thanksgiving Break - No classes	November 23-29, 2026		
University Commencement			

Last Modified: March 9, 2026

ACCREDITATION

The Mayborn is one of over 100 journalism programs across the world that are accredited. Accreditation is important to you because it means your degree is more valuable than one that comes from an unaccredited school.

Accreditation has profound benefits. Accredited programs may offer scholarships, internships, competitive prizes, and other activities unavailable in non-accredited programs.

Accreditation also provides an assurance of quality and rigorous standards to students, parents, and the public. Students in an accredited program can expect to find a challenging curriculum, appropriate resources and facilities, and a competent faculty.

Accreditation is our promise to our students that you will receive the best education possible in journalism and mass communication. With today's technology, anyone can present information to a mass audience. But not all are trained in the creation of ethical messages that reach and serve diverse audiences that our standards uphold. What you learn in an accredited program makes you more marketable and your degree more valuable!

The Mayborn School's accreditation is determined by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) through an extensive evaluation process. Accreditation by the ACEJMC council means we embrace the value of a broad, multidisciplinary curriculum that nurtures critical thinking, analytic reasoning and problem-solving skills that are the essential foundation for all mass communication education.

ADOBE ACCESS

UNT has a contract with Adobe. The following link contains all the information that students will need to purchase a subscription, and opt-out of an existing agreement that is at a higher price:
<https://cvad.unt.edu/cvad-it-services/it-services-adobe-cloud-access.html> The email address for students to ask questions or report problems is adobe@unt.edu.

JOURNALISM EQUIPMENT CHECK OUT

Checkout length for the Canon Mirrorless Camera, Batteries, Lighting Gear, Mirrorless Tripods, Individual Lenses, and Accessories can be checked out up to 72 hours.

To checkout a Canon Mirrorless Camera and items listed above longer than 72 hours, the Professor for the course will need to approve the request.

Checkout length for the Panasonic Video Camera, Batteries, SDXC, and Tripods can be checked out up to 24 hours.

To checkout a Panasonic Video Camera and items listed above longer than 72 hours, the Professor for the course will need to approve the request.

Please send extended reservations approval from the Professor to the following email:
mayborn-equipment@unt.edu

Journalism Equipment Room - Location and Contact Information

The Journalism equipment room is located at 1179 Union Circle, Suite 180, in Denton.

The equipment room phone number is 940-565-3580. Equipment room email is mayborn-equipment@unt.edu. Equipment room supervisor can be reached at ladaniel.maxwelld@unt.edu

Journalism Equipment Room - Operating Hours

Monday/Wednesday: 9 a.m. – 9:00 p.m.

Tuesday/Thursday: 9 a.m. – 9:00 p.m.

Friday: 9 a.m. - 6 p.m.

Sat-Sun: 12 p.m. - 6 p.m.

Journalism Equipment Room - Agreement Form

Anyone who plans to check out equipment during the semester must complete the checkout agreement form found below: [Journalism Web Checkout Agreement Form](#)

This form must be completed prior to checking out equipment and only needs to be done once per semester.

Journalism Equipment Room - Late Returns/Abuse of Checkout Policy

For every hour the student is late; a ban will be placed on the student's account accumulating the same amount of time.

A ban restricts the student from checking out any equipment within the Journalism Equipment Room.

For example, if the student returns equipment 2 hours late, a 2 hour ban will be placed on the student's account.

If the student returns equipment 72 hours late, a 72 hour ban will be placed on the student's account.

If you are going to be late or unable to return equipment that you checked out on time, please email mayborn-equipment@unt.edu or ladaniel.maxwell@unt.edu

ACADEMIC ORGANIZATIONAL STRUCTURE

Understanding the academic organizational structure and appropriate Chain of Command is important when resolving class-related or advising issues. When you need problems resolved, please follow the steps outlined below:

Individual Faculty Member/Advisor Dean, Mayborn School of Journalism Divisional Dean, College of Liberal Arts and Social Sciences

OFFICE OF DISABILITY ACCESS

The University of North Texas and the Mayborn School of Journalism make reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time. However, ODA notices of accommodation should be provided as early as

possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class.

Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the website for the

Office of Disability Access (<http://www.unt.edu/oda>). You may also contact them by phone at 940.565.4323.

COURSE SAFETY STATEMENTS

Students in the Mayborn School of Journalism are urged to use proper safety procedures and guidelines. While working in laboratory sessions, students are expected and required to identify and use property safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the University of North Texas is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance for this insurance program. Brochures for this insurance are available in the UNT Health and Wellness Center on campus. Students who are injured during class activities may seek medical attention at the UNT

Health and Wellness Center at rates that are reduced compared to other medical facilities. If you have an insurance plan other than Student Health Insurance at UNT, please be sure that your plan covers treatment at this facility. If you choose not to go to the UNT Health and Wellness Center, you may be transported to an emergency room at a local hospital. You are responsible for expenses incurred there.

ACADEMIC DISHONESTY

Academic dishonesty includes, but is not limited to, the use of any unauthorized assistance in taking quizzes, tests, or exams; dependence upon the aid of sources beyond those authorized by the instructor, the acquisition of tests or other material belonging to a faculty member, dual submission of a paper or project, resubmission of a paper or project to a different class without express permission from the instructors, or any other act designed to give a student an unfair advantage. Plagiarism includes the paraphrase or direct quotation of published or unpublished works without full and clear acknowledgment of the author/source. Academic dishonesty will bring about disciplinary action which may include expulsion from the university. This is explained in the UNT Student Handbook.

Individual faculty should include penalties for academic dishonesty in their courses here.

MSOJ ACADEMIC INTEGRITY POLICY

The codes of ethics from the Society of Professional Journalists, American Advertising Federation and Public Relations Society of America address truth and honesty. The Mayborn School of Journalism embraces these tenets and believes that academic dishonesty of any kind – including plagiarism and fabrication – is incongruent with all areas of journalism. The school's policy aligns with UNT Policy 06.003 and requires reporting any act of academic dishonesty to the Office for Academic Integrity for investigation. If the student has a previous confirmed offense (whether the first offense was in the journalism school or another university department) and the student is found to have committed another offense, the department will request the additional sanction of removing the student from the Mayborn School of Journalism. The student may appeal to the Office for Academic Integrity, which ensures due process and allows the student to remain in class pending the appeal.

FINAL EXAM POLICY

Final exams will be administered at the designated times during the final week of each long semester and during the specified day of each summer term. Please check the course calendar early in the semester to avoid any schedule conflicts. Instructor: **Please add day/date/time of your final exam.** If you are unsure after looking at the Final Exam schedule, email Registrar Scheduling to assist you. All instructors must follow the official UNT Final Exam Schedule.

ACCESS TO INFORMATION

As you know, your access point for business and academic services at UNT occurs within the My.UNT site (www.my.unt.edu). If you do not regularly check EagleConnect or link it to your favorite e-mail account, please do so, as this is where you learn about job and internship opportunities, MSOJ events, scholarships, and other important information. Visit the Eagle Connect website for more information (<http://eagleconnect.unt.edu/>) including tips on how to forward your email.

COURSES IN A BOX

Any MSOJ equivalent course from another university must receive prior approval from the MSOJ academic advisor to ensure that all MSOJ degree plan requirements are met. For example, courses that are taken online or from a program that offers course material via CD, booklet, or other manner of correspondence must have prior advisor approval.

IMPORTANT NOTICE FOR F-1 STUDENTS TAKING DISTANCE EDUCATION COURSES

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in multiple on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, students should contact the UNT International Advising Office (telephone 940-565-2195 or email international@unt.edu) to get clarification before the one-week deadline.

EMERGENCY NOTIFICATION & PROCEDURES

UNT uses a system called Eagle Alert to quickly notify you with critical information in an event of emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials. If Canvas is not accessible during the emergency, contact me via email or phone for more information. Students should confirm that their Eagle Alert contact information is correct via the myUNT portal.

STUDENT PERCEPTIONS OF TEACHING (SPOT)

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The short SPOT survey will be made available to provide you with an opportunity to evaluate how this course is taught. You will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Please look for the email in your UNT email inbox. Simply click on the link and complete your survey. Once you complete the survey you will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (www.spot.unt.edu) or email spot@unt.edu. Spots survey dates:

Term Survey Administration Dates

8W1 September 29-October 8

8W2 December 1-December 10

Reg Fall Term November 17-December 3

ACCEPTABLE STUDENT BEHAVIOR

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found on the Dean Of Students website (www.deanofstudents.unt.edu).

CLASSROOM POLICIES

The Mayborn School of Journalism requires that students respect and maintain all university property. Students will be held accountable through disciplinary action for any intentional damages they cause in classrooms. (e.g., writing on tables). Disruptive behavior is not tolerated (e.g., arriving late, leaving early, sleeping, talking on the phone, texting or game playing, making inappropriate comments, ringing cellular phones/beepers, dressing inappropriately).

SEXUAL DISCRIMINATION, HARRASSMENT, & ASSAULT

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website (http://deanofstudents.unt.edu/resources_0) offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs. Renee LeClaire McNamara is UNT's Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

MENTAL HEALTH SERVICES

UNT provides mental health services to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being: 1. Student Health and Wellness Center (<https://studentaffairs.unt.edu/student-health-and-wellness-center#programs>)

1800 Chestnut St. (Chestnut Hall)

940-565-2333

M-Th, 8 a.m. to 5 p.m.

2. Counseling and Testing Services – Free to UNT Students
(<https://studentaffairs.unt.edu/counseling-and-testing-services>)

801 N. Texas Blvd., Suite 140 (Gateway Center)

940-565-2741

M-F, 8 a.m. to 5 p.m.

3. UNT CARE Team – Free to UNT Students (<https://studentaffairs.unt.edu/care>)

Dean of Students, University Union

940-565-2648 careteam@unt.edu

4. Psychiatric Services (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)

940-565-2333

5. Individual Counseling – Free to UNT Students
(<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

940-369-8773

If at any time you are feeling alone or in jeopardy of self-harm, reach out to any of the following:

- National Suicide Hotline 800-273-8255
- Denton County MHMR Crisis Line 800-762-0157
- Denton County Friends of the Family Crisis Line (family or intimate partner)

