

ADVG 2100: Inclusive Advertising



Short title: Inclusive Advertising

Inclusive advertising is an approach to creating advertisements that accurately reflect and represent the diverse individuals in our society. The goal is not simply to showcase diversity, but to do so in authentic, respectful, and organic ways that move beyond superficial or one-dimensional portrayals. Inclusive advertising goes beyond checking boxes—it's about thoughtful and meaningful representation that connects with people on a human level. For brands, it's not only the right thing to do—it's also a smart, strategic, and culturally relevant approach in today's global marketplace. This course will focus on exploring relevant theories alongside industry perspectives. Students will be expected to integrate these theories and insights through in-class discussions and experiential assignments.

Professor: Marta Mensa [she/her]	Email: Marta.Mensa@unt.edu
Office: Sycamore Hall 248.	Office Hours: Tuesday and Thursday from 11:30AM to 12:30PM. / 2:30PM to 3:30PM I'm also available by appointment. If you'd like to meet virtually during my office hours, please send me an email and I will send you a Zoom link.
Semester: Fall	Classroom: Matt 312
Class Times: Wed. 3:30-6:20PM	Modality: Face-To-Face This is a face-to-face course, which means it is mandatory to attend the class. Please do not ask for the Zoom link. See more information in the attendance section.

Teaching Assistant: Ravali Rangaraju

Email Address: RavaliRangaraju@my.unt.edu

Contact us: Always use the Canvas email system. Email sent to the unt.edu system will not be read. I will do my best to respond to Canvas emails within 24 hours – except on weekends.

Final exams: There are NO exams or quizzes. The only requirements are to attend class, complete the in-class group assignments, complete the individual assignments, and finish the two projects.

COURSE DESCRIPTION:

In the initial class, we will cover fundamental advertising terms and the structure of the industry. Subsequently, we will delve into key concepts focused on advertising. Developing a solid understanding of these concepts is essential for identifying brands that excel in inclusive communication and demonstrate a genuine commitment to diverse communities. Following these introductory sessions, we will explore theories related to inclusion across various groups based on gender, age, culture, sex, and disabilities. The goal is to connect these theories with real-world advertising practices.

GOALS:

By the end of the course, students will develop a strong understanding of how advertisers create messaging that engages diverse audiences, and how factors such as agency structure and representation within general market agencies can influence these decisions. Students will also explore how advertising messages shape perceptions at both the individual and societal levels. Through critical thinking and analysis, students will be able to identify and thoughtfully discuss issues related to inclusion and representation in advertising.

1. Demonstrate an understanding of theories related to gender, age, culture, sexual orientation, and other aspects of diversity as they apply to advertising.
2. Apply key concepts and theories to the use and presentation of images in advertising with sensitivity to diverse perspectives.
3. Identify and analyze recurring themes in advertisements that may contribute to limited or unbalanced portrayals of individuals or groups.
4. Develop public service announcements aimed at promoting inclusive messaging and fostering positive representation.

PRE-REQUISITES: None. This is an ADVG foundational course.

TEXTBOOK: It is not required to buy a textbook. However, I suggest reading this book:

Daykin, J. (2022). *Inclusive Marketing: Why Representation Matters to Your Customers and Your Brand*. Kogan Page Publishers.

GRADES: In this course, you can earn up to 1,000 points. Please note that I make the determination of your final grade. Please do not contact me asking to change your grade unless you believe there is an error to the posted grade. Final course grades will be awarded as follows:

Total Points	Letter Grade Received
900 – 1,000	A
800 – 899	B
700 – 799	C
600 – 699	D
500– 599	F

ASSIGNMENTS: The evaluation of coursework will be based on your performance in these major areas, each of which constitutes a proportion of the final grade. Please **do not email me about assignments within 24 hours of their deadline**; I may not be able to respond before the assignment is due. Your grade will be calculated by the following:

- **In-class Assignment (450 points):** During class, you will complete nine group assignments. Most of them are worth 50 points. Please refer to the table below for further details.
- **Individual Assignments (300 points):** Throughout the course, you will complete six individual assignments, each valued at 50 points, with two exceptions: Ask an Elderly Person Assignment is worth 40 points and the Stereotypes Assignment is worth 60 points. Refer to the table below for further details.
- **Projects (250 points):** You will complete two projects. The first one, called 'Brands That Got It Right' (Nov. 5), will be an individual assignment. Finally, on the last day of the course (Dec. 3), you will create a PSA about discrimination and/or violence targeting women or an (intersectional) underrepresented demographic of your group's choice. This project will be worth 150 points.

Extra Credits:

- **Meet your instructor (20 points):** Meet Your Instructor and Introduce Yourself.
- **SPOT Evaluations (50 points):** You can earn extra credit if the class achieves a participation rate of 80% or higher in completing the SPOT evaluations. This extra credit assignment is designed to encourage active participation in the SPOT evaluations. If at least 80% of the students in the class complete the evaluations, everyone in the class will receive 50 extra credit points.
- **Attendance:** Attending class is crucial, particularly since many classes involve group assignments. Additionally, regular attendance earns you extra credits. Consider this as a valuable opportunity, as these extra points can serve as a buffer in case you miss a class, ultimately benefiting you towards the end of the course.

Attendance is your responsibility. If you fail to sign in during the initial roll call, you will not have the opportunity to do so later. At the start of each class, you will need to scan a QR code. After the break, a second QR code will be provided, and you must scan it

again. It is your responsibility to ensure that you scan both codes. Neither the professor nor the TA will remind or follow up with you to sign.

- (1) If you sign in for the first half of the class but fail to sign for the second half, it will be recorded as an absence.
- (2) Similarly, if you sign in for the second half and then leave early, it will also be recorded as an absence.
- (3) Coming to class late or leaving early may constitute an absence for that day.

If you attend 11 classes, you will have 80 extra points.

If you attend 10 classes, you will have 70 extra points.

If you attend 9 classes, you will have 60 extra points.

If you attend 8 classes, you will have 50 extra points.

Less than 8 classes, no extra points.

If you must miss or have missed a class due to an excused absence (e.g., serious illness, participation in an official university function, religious observance, etc.), you must submit third-party documentation within one week of the absence. Please refer to the UNT policy for more details. While situations such as lack of sleep, computer issues, car trouble (including parking difficulties), rainy weather, or work schedules are unfortunate, they do not qualify as excused absences.

If you are experiencing extenuating circumstances, please come speak with me. We may be able to make arrangements, but do not wait until the end of the semester—it will be much more difficult to find a solution at that point.

COURSE CALENDAR: You are responsible for all the assignments and deadlines — even if they differ from this schedule. The deadlines for the assignments are firm. You are welcome to do these things earlier than their scheduled dates, but you cannot do them later. (That wouldn't be fair to other students.).

I do not accept late submissions. If you submit an assignment even one day after the deadline, your grade will be a 0. Exceptions are made only for documented special circumstances such as serious illness, participation in an official university function, religious observance, or other significant emergencies. These exceptions must be discussed and approved by the professor in advance. **If I have not given you prior permission, you may not submit the assignment late. You may not email me or TA the assignment with explanations such as internet issues, technical difficulties, travel plans, family obligations, or work-related conflicts.** You are given ample time to complete each assignment. If you are experiencing a legitimate issue that may prevent you from submitting on time, **you must notify me at least 48 hours before the deadline.** Otherwise, this late policy will apply.

Day	Topics/Assignments
AUG. 20	<p>Intro to Course - Introductions and walk through syllabus, and lecture on basic advertising terms and industry structure.</p> <ul style="list-style-type: none"> • In-class Assignment (50 points) Read the text” Why Inclusive Advertising Is a Win-Win”, discuss the most interesting points on class by groups. <p>⇒ Individual Assignment: Identify a brand that you believe lacks inclusivity. Provide a brief explanation of why you think this brand is not inclusive and include visual examples to support your ideas (50 points).</p>
AUG. 27	<p>Stereotyping & Discrimination in Advertising</p> <ul style="list-style-type: none"> • In-class Assignment (50 points): Read the interview with Gwendolyn Keita, PhD, and identify the key points, discuss the most interesting points on class by groups.
SEP. 3	<p>Gender Theories and Advertising</p> <ul style="list-style-type: none"> • In-class Assignment (50 points): Find an advertisement that aligns with one of these theories: Scott, Lamas, Connell, or Kimmel. Write a brief explanation detailing how the theory is connected to the ad.
SEP. 10	<p>Gender Stereotypes in Advertising</p> <p>⇒ Individual Assignment: Find current examples of advertisements that included gender stereotypes. Then, do the same with men. You can use all kinds of advertisements, from all kinds of media, also it can be social media. However, if you choose a post from social media, write under the post the name of the brand (60 points).</p> <p>⇒ Individual Assignment: Ask a person over the age of 65 the following two questions: 1. How do you feel advertising portrays people like you? and 2. How would you prefer to be portrayed instead? Additionally, describe the demographics of the person you interviewed. (40 points).</p>
SEP. 17	<p>Ageism Theories in Advertising</p> <ul style="list-style-type: none"> • In-class Assignment (50 points): In groups, share the information you gathered from the previous assignment with your classmates. Then, find an advertisement featuring elderly people, and connect the ad with ageism theories as well as with what your relative(s) shared with you. <p>(Course Evaluations)</p>
SEP. 24	<p>Roundtables are small-group discussions that bring together advertising students and industry professionals to engage in open dialogue about specific topics within the advertising field. They provide a great opportunity to enhance your networking and to understand how your personal interests and skills can align with different advertising roles. You will not be required to attend class.</p>
OCT. 1	<p>Cultural Identity Theory (CIT)</p> <ul style="list-style-type: none"> • In-class Assignment (50 points): Before class, you are required to read the chapter “<i>Race, Ethnicity, and Culture: Understanding Concepts.</i>” During class, you will collaborate with your classmates in groups to discuss and identify the most significant ideas from the chapter. Afterward, your group will present your thoughts to the class. <p>⇒ Individual Assignment: Find three current ads, each featuring one of the following groups: AAPI, Black, and Latinx/Hispanic Americans. This means you will need to find one ad featuring AAPI, another featuring Black Americans, and a third featuring Latinx/Hispanic Americans. You can use advertisements from any type of media, including social media. However, if you choose a social media post, please include the name of the brand under the post (50 points).</p>

OCT. 8	<p>Multicultural Consumers</p> <ul style="list-style-type: none"> ● In-class Assignment (50 points): In groups, share the ads you found featuring AAPI, Black, and Latinx/Hispanic Americans with your group members. Identify patterns, similarities, and differences among these multicultural groups. Additionally, write a short text discussing how you think multicultural consumers might respond to these ads. <p>⇒ Individual Assignment: Find only one ad featuring the lesbian, gay, or transgender community. Provide a brief explanation of how they are portrayed in the ad. You can use advertisements from any type of media, including social media. However, if you choose a social media post, please include the name of the brand under the post (50 points).</p>
OCT. 15	<p>LGBTQ+ Theories and Advertising</p> <ul style="list-style-type: none"> ● In-class Assignment (50 points): In groups, share the ad you found featuring the lesbian, gay, or transgender community. Identify stereotypes, similarities, and/or differences. Then, present your findings to the class. <p>⇒ Individual Assignment: Find only one ad featuring people with disabilities. Provide a brief (100 words) explanation about how they are portrayed and how they may or may not use stereotypes. You can use all kinds of advertisements, from all kinds of media, also it can be social media (50 points).</p>
OCT. 22	<p>Disability Theories in Advertising</p> <ul style="list-style-type: none"> ● In-class Assignment (50 points): In groups, share with your group the ad that you found about people with disabilities. Identify patterns and connect them with the disability theories. Then, present your thoughts to the class.
OCT. 29	No class- Conference. You will not be required to attend class.
NOV. 5	<p>Time to complete the assignment "Brands That Got It Right ". You will not be required to attend class.</p> <p>Individual Assignment (100 points): Find a brand that has successfully portrayed one of the following groups: 1. Women/Men, 2. Elderly people, 3. Multicultural groups, 4. LGBTQ+ community, or 5. People with disabilities. Write a list of five actions that explain why this brand is doing a great job with inclusivity and why you believe this brand is not engaging in cause-washing. Please follow the provided PPT template.</p> <p>It is your responsibility to complete the assignment on time. The assignment will open at 10:00 AM, and you will have until 6:20 PM to complete it. This means I am giving you class time to work on it, so no excuses will be accepted. If you submit the assignment late, your grade will be a 0. You may not email me the assignment as an attachment, and you may not use excuses such as Canvas issues or internet problems. It is your responsibility to follow the instructions and submit the assignment on time through Canvas only.</p>
NOV. 12	<p>Public Service Announcements</p> <ul style="list-style-type: none"> ● In-class Assignment (50 points): In groups, find a PSA connected with 1. Violence Against Women or stereotyping that negatively impacts: 2. Elderly People; 3. BIPOC; 4. Women or men with gender stereotypes, or 5. People with disabilities. Identify the message, the content and the design. Explain why or why not could create an effect on the consumer. Then, present your thoughts to the class. <p>Final project: Consider linking the PSA with instances of prejudice, bias, or discrimination. View these as potential insights that could assist you in engaging with the target audience.</p>
NOV. 19	No classes: Time to work with your PSA. I will be present in the classroom from 3:30 to 6:20 PM. If you have any questions or need to discuss the final project, feel free to come and talk with me during this time. You will not be required to attend class.
NOV. 26	No classes: Thanksgiving week.

DEC. 3	PSA Campaign (150 points).
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In this class, we will be discussing a range of sensitive topics. These are important issues that can evoke strong emotions and varied perspectives. It's essential that we approach these discussions with respect and awareness. Everyone's experiences and viewpoints are valuable, and we must create an environment where all students feel safe and heard. Please be mindful of the language you use and how your words may impact others. Respectful dialogue is key to learning and understanding these complex issues. Let's work together to ensure that our classroom remains a supportive and inclusive space for everyone.

Respectful Behavior: It's hard to learn in an environment that feels uncomfortable. In this class, you are required to exhibit respect to myself, our TA and your classmates. I take this seriously. We're here to learn. Should it be determined that you are disruptive, exhibiting signs of harmful behaviors, being a jerk, etc., a formal report will be submitted to the Dean of Students Office, the UNT CARE Team or other needed group.

Academic Freedom

Texas Senate Bill 17, which addresses belonging, cultural, and inclusion programs at public colleges and universities in Texas, does not affect the content, instruction, or discussions within courses at these institutions. The expectations for teaching and academic freedom remain unchanged after SB 17, and students should feel comfortable participating in open dialogue on topics such as ethnicity, structural inequality, and LGBTQ+ issues.

In this class, the principle of academic freedom applies. Higher education thrives on the exchange, exploration, and thoughtful discussion of ideas—some of which may be complex or controversial. In our work together, for example, we will examine how advertising portrays multicultural consumers, members of LGBTQ+ communities, and people of different genders and ages. Our goal is not simply to state personal opinions or repeat widely shared views, but to engage with research, history, and perspectives that invite thoughtful debate. Students and scholars may approach these topics differently, and such diversity of thought enriches our discussions.

This course is designed to encourage respectful conversation and create space for additional questions and challenges to be raised in a constructive way. For this to be possible, mutual trust and respect are essential. Every student should feel welcomed and valued, and be able to express their views while listening to others with an open mind. Speech or behavior that is hateful or discriminatory undermines these goals and, as such, will not be permitted.

AI Policies

One of the primary risks is falling into the trap of academic dishonesty. AI tools, like ChatGPT, should serve as aids in your work rather than substitutes for your intellectual effort. Relying on AI to generate entire assignments without understanding or contributing significantly can lead to ethical violations. If you use AI for your assignment, you must include the following information:

⇒ During the preparation of this assignment, the student used [NAME TOOL] to [REASON]. After using this tool/service, the student reviewed and edited the content as needed and now takes full responsibility for the content of the assignment.

However, if you use AI for your assignments and do not disclose it, and Turnitin detects that you have used AI—even if it is only 0.5%—you **will lose 10 points on that assignment**. You are welcome to use AI as long as you follow the citation guidelines.

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 Tuesday and Thursday from 11:30AM to 12:30AM. / 2:30PM to 3:30PM; 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.

ATTENDANCE

Attending class is crucial, particularly since many classes involve group assignments. Additionally, regular attendance earns you extra credits. Consider this as a valuable opportunity, as these extra points can serve as a buffer in case you miss a class, ultimately benefiting you towards the end of the course.

Attendance is your responsibility. If you fail to sign in during the initial roll call, you will not have the opportunity to do so later. At the start of each class, you will need to scan a QR code. After the break, a second QR code will be provided, and you must scan it again. It is your responsibility to ensure that you scan both codes. Neither the professor nor the TA will remind or follow up with you to sign.

- If you sign in for the first half of the class but fail to sign for the second half, it will be recorded as an absence.
- Similarly, if you sign in for the second half and then leave early, it will also be recorded as an absence.
- Coming to class late or leaving early may constitute an absence for that day.

If you attend 11 classes, you will have 80 extra points.

If you attend 10 classes, you will have 70 extra points.

If you attend 9 classes, you will have 60 extra points.

If you attend 8 classes, you will have 50 extra points.

Less than 8 classes, no extra points.

If you must miss or have missed a class due to an excused absence (e.g., serious illness, participation in an official university function, religious observance, etc.), you must submit third-party documentation within one week of the absence. Please refer to the UNT policy for more details. While situations such as lack of sleep, computer issues, car trouble (including parking difficulties), rainy weather, or work schedules are unfortunate, they do not qualify as excused absences. If you are experiencing extenuating circumstances, please come speak with me. We may be able to make arrangements, but do not wait until the end of the semester—it will be much more difficult to find a solution at that point.

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 \(https://financialaid.unt.edu/satisfactory-academic-progress-requirements\)](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 2025 Semester Calendar

Academic Calendar is subject to change

<u>KEY SEMESTER DATES</u>	Full Semester AUG. 18-DEC. 12	8 week I Session AUG. 18-OCT. 10	8 week II Session OCT. 13-DEC. 12
Schedule of Classes Available on myUNT	Mar. 3	Mar. 3	Mar. 3
Registration Opens for specifics by student group/class: https://registrar.unt.edu/when-can-i-register	Mar. 17	Mar. 17	Mar. 17
Regular Registration Ends	Aug. 14	Aug. 14	Oct. 9
Late Registration—For Students not Registered for the Term Students registering late will incur a late registration fee of \$75.	Aug. 15-Aug. 22	Aug. 15-Aug. 22	Oct. 10-Oct. 17
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. 17	Aug. 17	Oct. 12 If only 8 week II
Classes Begin	Aug. 18	Aug. 18	Oct. 13
Last Day to Add a Class or Swap Sections A swap is switching sections of the same course in the same session.	Aug. 22	Aug. 22	Oct. 17
Last Day to Drop a Class Section Without a W Courses dropped before this date will not appear on official transcript. (Dropping courses may impact financial aid and degree completion. See advisors.)	Aug. 29	Aug. 23	Oct. 18
Drop with a Grade of W Begins Course appears 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. 30	Aug. 24	Oct. 19
Last day to change to pass/no pass grade option (undergrads)	Sept. 26	Sept. 5	Oct. 31
Midpoint of the Semester	Oct. 10	Sept. 12	Nov. 7
Last day for a student to drop a course or all courses with a grade of W.	Nov. 7	Sept. 26	Nov. 21
First day to request a grade of Incomplete	Nov. 8	Sept. 27	Nov. 22
Pre-Finals Days	Dec. 3-4	N/A	N/A
Last Regular Class Meeting	Dec. 4	Oct. 9	Dec. 11
Reading Day—No Classes	Dec. 5	N/A	N/A
Final Exams	Dec. 6-12	Oct. 10	Dec. 12
Last Day of Session	Dec. 12	Oct. 10	Dec. 12
University Grade Submission Deadline 4 pm	Dec. 15	Oct. 13	Dec. 15
Grades/Academic Standing posted on the Official Transcript	Dec. 17	Dec. 17	Dec. 17
Labor Day - No Classes - University Closed	September 1, 2025		
Thanksgiving Break - No classes	November 24-November 30, 2025		
University Commencement			

Last Modified: December 20, 2024

accreditation

The Mayborn, which is one of over 100 journalism programs across the world that are accredited, is renewing its credentials this year. 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 **Chilton Hall 410 S. Ave. C, Room 155.**

Equipment room phone number is **940-565-3580.**

Equipment room email is mayborn-equipment@unt.edu.

Equipment room supervisor can be reached at ladaniel.maxwell@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:

<https://forms.office.com/r/q9fakNFTM8>

This form should 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:



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) (<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 \(www.my.unt.edu\)](http://www.my.unt.edu). If you do not regularly check EagleConnect or link it to your favorite e-mail account, please so do, as this is where you learn about job and internship opportunities, MSOJ events, scholarships, and other important information. Visit the [Eagle Connect website](http://eagleconnect.unt.edu/) 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 \(www.spot.unt.edu\)](http://www.spot.unt.edu) or email spot@unt.edu. Spots survey dates:

Term	Survey Administration Dates
Regular Academic Session	November 11 - December 04
8W1	September 30 - October 09
8W2	December 02 - December 11

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 \(www.deanofstudents.unt.edu\)](http://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 \(http://deanofstudents.unt.edu/resources_0\)](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 violence) 940-382-7273
- UNT Mental Health Emergency Contacts
 - During office hours, M-F, 8 a.m. to 5 p.m: Call 940-565-2741
 - After hours: Call 940-565-2741
 - Crisis Line: Text CONNECT to 741741
 - Live chat: (<http://www.suicidepreventionlifeline.org>)

STATEMENTS OF STUDENT LEARNING OUTCOMES

Instructors: Please either

incorporate the following student outcomes appropriate to the course into your syllabus

Statement of Student Learning Outcomes

- ☐ Demonstrate an understanding of diversity in domestic society in relation to advertising.
- ☐ Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of advertising in a global society.
- ☐ Understand concepts and apply theories in the use and presentation of images and information.
- ☐ Think critically, creatively and independently.