Think of the account planner as the psychologist on an ad team – they know people, they like people, they get people. Account planners are creative, analytical, and engaging. They are well rounded – they are the life of the party and can chat about anything. In this course you will learn the fundamental techniques and strategies utilized by planners. Additionally, you will gain hands-on experience solving advertising and communication-related issues faced by many account planners today. This includes strategically determining and understanding your target audience’s needs and desires, establishing the purpose of your brand’s advertising, and generating creative briefs. We will focus on advertising account planning in this course but keep in mind that many of these skills easily translate to other fields and occupations.

**Objectives:**

1. Develop an understanding of account planning and the unique opportunities and challenges this occupation encounters in both off and online settings
2. Synthesize creative solutions to present-day account planning problems both in teams and independently
3. Defend strategic decisions through the use of primary and secondary, qualitative and quantitative research

**Prerequisites:** You should already be a JOUR major and completed the Mayborn School of Journalism’s Foundational Courses.

**Required Readings:** Available at bookstore; however, you are not required to buy them from the bookstore, many are available through online vendors or another bookstore:


**Email:** This is the best way to reach me (see email address above). Please do not email me less than 24 hours before something is due, as I won’t be able to 100% guarantee a response before the deadline. Note that FERPA guidelines require that I only reply to your my.unt email address.

**Blackboard Issues?** For the most part, Blackboard is a great resource for students. But, if you encounter any issues, you can send an email (helpdesk@unt.edu), make a call (940.565.2324), or visit 130 Sage Hall.

**FYI:** If you foresee any event compromising your ability to complete work for this class, please let me know as soon as possible. Please schedule an appointment or visit my office hours to discuss. I expect you to be present in class and complete all assignments on time.

**Late Work:** The world is run by deadlines. Turn assignments in on time. Assignments submitted after the deadline will receive a 10-point deduction for each day that passes. A “new day” starts the minute after the assignment is due.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic(s)</th>
<th>Readings, Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/19, 1/21</td>
<td>What IS Account Planning?</td>
<td>Kocek: At your leisure, throughout the semester 1/19: Steel: Introduction 1/21: Steel: Ch 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hint: Not What You Think</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/26, 1/28</td>
<td>Why Are We Advertising?</td>
<td>1/26: Steel: Ch 1 1/28: Teams, W.E. #1</td>
</tr>
<tr>
<td>3</td>
<td>2/2, 2/4</td>
<td>Who Are We Talking To?</td>
<td>2/2: Steel: Ch 2 2/4: W.E. #2</td>
</tr>
<tr>
<td>4</td>
<td>2/9, 2/11</td>
<td>What Do They Think Right Now?</td>
<td>2/9: Steel: Ch 3 2/11: W.E. #3</td>
</tr>
<tr>
<td>5</td>
<td>2/16, 2/18</td>
<td>Why Believe Us?</td>
<td>2/16: Steel: Ch 4 2/18: W.E. #4</td>
</tr>
<tr>
<td>7</td>
<td>3/1, 3/3</td>
<td>Mid-Session Wrap Up</td>
<td>3/1: Client 3/3: Mid-Tem Exam</td>
</tr>
<tr>
<td>8</td>
<td>3/8, 3/10</td>
<td>Team Working Session</td>
<td></td>
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<tr>
<td>9</td>
<td>3/15, 3/17</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3/22, 3/24</td>
<td>Project Consultations Optional</td>
<td>3/22: Project Plan &amp; Team Concept Due</td>
</tr>
<tr>
<td>11</td>
<td>3/29, 3/31</td>
<td>Project Consultations Required</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>4/5, 4/7</td>
<td>Project Consultations Required</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>4/12, 4/14</td>
<td>Project Consultations Optional</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>4/19, 4/21</td>
<td>What does a “good pitch” look like?</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>4/26, 4/28</td>
<td>Project Pitches</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>5/3, 5/5</td>
<td>Project Pitches</td>
<td></td>
</tr>
</tbody>
</table>

**Readings:** You may read the Kocek book at your leisure. It is more of a resource manual and will not be included directly in your exam. It is an important book and reading it will contribute to your success in this class. The readings outlined by class above are for the Steel book.
What Are We Doing?

This class is out of 1,000 points

Weekly Exercises (250 points) As outlined above, we will perform a total of five exercises in class to make you a harder, better, faster, stronger account planner. As such, each exercise is worth 50 points toward your final grade. These exercises will let you see what it is like to tackle an advertising challenge in the real world from the planner’s perspective. You will work in your teams to solve these challenging issues. Answers to the exercises will be turned in at the end of class (one per group). Between 2/4 and 2/25, each group will have an opportunity to pitch their answers to the class. Groups will be selected at random that day to present. I will provide feedback on each of these assignments and open each Tuesday class with a review of the previous week’s exercise and team responses. Exercises that are innovative (thinking about what other teams might turn in and working competitively with these thoughts) yet thoughtful (such as citing the book or my lectures!) will be given higher grades. For example, if I see two of the same idea, grades will be reduced. At the end of the day, only one team can get the account!

Team Evaluations (150 points) At the end of the semester (last week of classes), your teammates will evaluate your efforts throughout the semester across a number of characteristics (see rubric). This means that a substantial portion of your grade will be determined by your group based on the amount of work you put forth. I will take attendance and notes on the levels of contribution given by group members on random days throughout the semester and will factor this into the team evaluations as needed. I will provide these forms to you for each group member during the last week of class and the information will be completed in class. If you do not submit your teammate evaluation forms, you will receive a 0 for this assignment, regardless of the scores your teammates assign to you. The rubric is provided for you in this syllabus so that how you are evaluated won’t come as a surprise to you at the end of the semester! However, I reserve the right to add characteristics based on the performance of the class throughout the semester.

Mid-Term Exam (200 points) A multiple-choice, true/false, matching exam will be given on March 3rd. This exam will cover information from the Steel book, from my lectures, and from the presentations/discussions of the weekly exercises in class. The exam will not cover information presented by the client on 3/1. This exam is designed to show me what you are taking away from the course half way through the semester. It will also point out any struggles the class has as a whole before we move into the project for a real world client.

Team Project: What Can We Do For You?

Mid-semester (3/1) we will have a client come to class and ask for help with a communication issue. Your team will be responsible for creating a communication campaign from the account planner’s perspective.

Project Plan & Team Concept (100 points) This assignment is due on 3/22 (keep in mind – this is right after spring break, feel free to turn it in early!) and includes three components. There is an outline for this included in the syllabus. The outline is meant to be used as a guide – feel free to go further. The more you give me in this assignment, the more feedback I can give you for your final project.

1.) Team name and concept (more on the outline page)
2.) Project plan (more on the outline page)
3.) A one-page resume from each teammate

Your Contribution to final Project (200 points) Each student in the class is responsible for, at the very minimum, collecting consumer insight from 5 adults off campus (non-students, non-faculty) and 5 students (not anyone in our class) as part of your final project.

Keep in mind that higher scores will be given to those students who…

- Include transcripts of the interviews or copies of a survey, any interview guides used, pictures taken, examples of tasks you did, etc.
- Really dig deep with who they interview and the types of questions asked.
- Come up with creative ways of collecting data needed to solve the communications challenge of the client.

The sky is the limit. Get creative with this and have fun with it! Teammates should not overlap in who they’ve interviewed (be sure to check and plan accordingly with fellow teammates!). You may collect data in teams/pairs but ultimately you will be evaluated individually for these efforts and each of you needs to meet the required quota of individuals.

We will talk more about this in class but a general idea of what this assignment will look like is

1.) Interviewee’s name, age, race, gender, other identifying characteristics

2.) How you interacted with that person to help the client (what did you have them do – this should be more specific than “interview”) and how long that took

3.) What did this person say? How did they respond?

Client Team Paper & Pitch (100 points) Once you’ve collected your own data (see above), your team needs to compile the data together to outline the components of your creative brief, most importantly your SMIT. Each team will be asked to do a brief pitch to the client in the final two weeks of the course.

On 4/26 you will turn in the final project to the client. Each team will turn in one packet of information which will include:

1.) Your full project plan you turned in on 3/22 and a revised version showing whether or not you met your initial goals – did your ideas change as you worked on the project?

2.) An introduction and overview of the problem

2.) Each of your individual data collection packets (see above)

3.) Your team’s proposal for a communication campaign based on the insights your team gathered (i.e., you could look at what everyone said across your interviews and generate a campaign based on the ideas that are most valuable/insightful/solve the problem). This should include an overview of what the campaign would look like, where it would run, etc.

4.) A creative brief for the communication campaign
# Team Member Evaluation Rubric

Person’s Name: ___________________________________

<table>
<thead>
<tr>
<th></th>
<th>% of the time out of 100%</th>
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<tbody>
<tr>
<td>Was always in class (even on lecture only days).</td>
<td></td>
</tr>
<tr>
<td>Was easy to get in touch with.</td>
<td></td>
</tr>
<tr>
<td>Really contributed their “fair share” to every group assignment.</td>
<td></td>
</tr>
<tr>
<td>Understood the assignments and deadlines.</td>
<td></td>
</tr>
<tr>
<td>Went above and beyond.</td>
<td></td>
</tr>
<tr>
<td>Contributed to group discussions.</td>
<td></td>
</tr>
<tr>
<td>Helped to keep the group on track.</td>
<td></td>
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<tr>
<td>Was on time and involved.</td>
<td></td>
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<tr>
<td>Had good ideas.</td>
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<tr>
<td>Was always at meetings outside of class.</td>
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</table>

**Overall, this person contributed ______ % to our team as a whole throughout the semester.**

This overall number should correspond to the number of people in your group and should add up to 100%. For example, if you have 4 group members and you each did an equal amount of work, you should each receive 25%.
Project Plan and Team Concept

This assignment should be typed and a hard (paper) copy given to me on 3/22 at the start of class and no later than 11:15 AM that day or late penalties will begin.

Team Name: ______________________________

Team Concept: Answer the following questions. This will help differentiate you from other teams!

- What is it that your team does best?
- How did you come up with the name?
- What is the meaning behind it?
- What is your team’s tagline (hint: this should be related to your account planning abilities as a team)

Remainder of Semester Plan:

1.) Overall outline. What are the goals you have for the client? What are some initial thoughts you have as a team? What are your initial thoughts about the ways you will go about collecting insights? Give me two solid paragraphs here. Basically, what are you going to do for this project? It is okay if this changes over time but I want to see that you’ve given it some thought.

2.) Weekly detailed outline. What do you plan to achieve as a team in each of the weeks remaining in the semester? Basically, how, in a detailed way, do plan on tackling this project? What needs to be done first, second, third, etc. and how will you achieve these goals?

Give me a good idea of what you plan to do on each of the working days:

<table>
<thead>
<tr>
<th>What did you do over spring break for this project?</th>
<th>3/22 (Tuesday)</th>
<th>3/24 (Thursday)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/29 (Tuesday)</td>
<td>3/31 (Thursday)</td>
<td>4/5 (Tuesday)</td>
</tr>
<tr>
<td>4/7 (Thursday)</td>
<td>4/12 (Tuesday)</td>
<td>4/14 (Thursday)</td>
</tr>
<tr>
<td>4/19 (Tuesday)</td>
<td>4/21 (Thursday)</td>
<td></td>
</tr>
</tbody>
</table>

Provide anything else you have ready – interview guides, survey questions, ideas floating around, etc. and I can provide feedback on what you have so far.

Please also include a one-page resume for each of your group members. This should be a professional resume ready for your submission to a job of your choice! Be sure to think about what you are doing in this class and how you might incorporate new found skills and experience generated through in-class and out-of-class activities!
Below is content from our department. I am required to post this content in my syllabus:

JOURNALISM REQUIREMENTS & GUIDELINES

JOURNALISM COURSE REGISTRATION

- Registration will begin on the dates noted in the schedule of classes each semester. The system is a live, first come/first serve program.
- 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 the GSP test, all foundational courses, and Math 1680/1681. 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 12 months. Once you have waited 12 months after failing a course twice, you may make an appeal to the professor teaching the course to be allowed to enroll a third time.

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.

FIRST CLASS DAY ATTENDANCE

Journalism instructors reserve the right to drop any student who does not attend the first class day of the semester.

OFFICE HOURS

I’ll be in my office from 12:30-3:00 PM on Tuesdays; other office hours are available by appointment. My virtual office is always open; just email me, and I promise I will do my very respond within 24 hours, except on weekends...also, I do not answer emails for which the content is clearly specified in the syllabus.

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 is a seminar course, and it 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 http://financial.aid.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 unknowingly have been 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.

IMPORTANT SPRING 2016 DATES

SPRING 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 19, 2016</td>
<td>First Class Day</td>
</tr>
<tr>
<td>February 2, 2016</td>
<td>Beginning this date, a students may drop a course only with written consent of instructor.</td>
</tr>
<tr>
<td>February 26, 2016</td>
<td>Last day for student to receive automatic grade of W for nonattendance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 27, 2016</td>
<td>Beginning this date, instructors may drop students with a grade of WF for nonattendance.</td>
</tr>
<tr>
<td>March 14-20, 2016</td>
<td>Spring Break (no classes)</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>April 5, 2016</td>
<td>Last day to drop with either W or WF.</td>
</tr>
<tr>
<td>April 18, 2016</td>
<td>Last day for a student to drop a course with consent of the instructor.</td>
</tr>
<tr>
<td>April 18, 2016</td>
<td>Beginning this date a student who qualifies may request an Incomplete, with a grade of I.</td>
</tr>
<tr>
<td>April 22, 2016</td>
<td>Last day to Withdraw (drop all classes).</td>
</tr>
<tr>
<td>May 5, 2016</td>
<td>Last Class Day</td>
</tr>
<tr>
<td>May 6, 2016</td>
<td>Reading Day (no classes).</td>
</tr>
<tr>
<td>May 7 – 13, 2016</td>
<td>Final Exams.</td>
</tr>
</tbody>
</table>

**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 step outlined below:

```
Individual Faculty Member/Advisor
↓
Director, Mayborn School of Journalism
↓
Dean, Mayborn School of Journalism
```
OFFICE OF 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 Accommodation (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 Office of Disability Accommodation website at [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. For any project for which academic dishonesty is determined, including assignments, papers, etc. (everything you get a grade for), you will receive a zero for that assignment and, in some cases, further grade reductions (such as an F in the course) will be administered on a case-by-case basis, depending on the severity. We will discuss cheating and plagiarism in class to see if you have any questions about this.

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 18.1.16 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.

CLASSROOM POLICIES

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 Center for Student Rights and Responsibilities 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 classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at http://www.unt.edu/csrr/student_conduct/index.html.

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).

STUDENT PERCEPTIONS OF TEACHING (SPOT)

Student Perceptions of Teaching (Spot) is a requirement for all organized classes at UNT. This short survey will be made available towards the end of the semester to provide students a chance to comment on how this class is taught. Student feedback is important and an essential part of participation in this course.

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.

ACCESS TO INFORMATION

As you know, your access point for business and academic services at UNT occurs within the my.unt.edu site 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. The website that explains Eagle Connect and how to forward your email: http://eagleconnect.unt.edu/

COURSES IN A BOX

Any MSOJ equivalent course from another university must receive prior approval from the MSOJ academic advisor to insure 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.

DROPPING AN ONLINE COURSE

A student needing to drop an online course should send their instructor an email with their name, student ID#, reason for dropping a course, and date you are sending the email. This must be done prior to the UNT deadline to drop a course.

If approved, the instructor will contact the MSOJ Undergraduate Office in GAB 102 where you may obtain a signed drop form. It is your responsibility to turn in the completed drop slip to the UNT Registrar's office before the deadline to make sure you have been dropped from the course with a “W”. If you are taking only online courses and your instructor approves the drop, please contact the MSOJ head advisor for instructions.

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). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at www.my.unt.edu. Some helpful emergency preparedness actions include: 1) ensuring you know the evacuation routes and severe weather shelter areas, determining how you will contact family and friends if phones are temporarily unavailable, and identifying where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, your instructor will communicate with you through Blackboard regarding assignments, exams, field trips, and other items that may be impacted by the closure.

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 April 18th – May 1st to provide you with an opportunity to evaluate how this course is taught. For the spring 2016 semester you will receive an email on April 18th (12:01 a.m.) 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 at www.spot.unt.edu or email spot@unt.edu.

STATEMENTS OF STUDENT LEARNING OUTCOMES

Statement of Student Learning Outcomes, UNT Mayborn School of Journalism

Since 1969, the UNT Department of Journalism (Mayborn School of Journalism effective September 1, 2009) has been accredited by the Accrediting Council on Education in Journalism and Mass Communication. This national accreditation also extends to the Mayborn Graduate Institute of Journalism, the only accredited professional master’s program in Texas. About one-fourth of all journalism and mass communication programs in the United States are accredited by ACEJMC. National accreditation enhances your education here, because it certifies that the department and graduate institute adhere to many standards established by the council. Among these standards are student learning outcomes, covered by journalism courses in all sequences.

This course, JOUR 3020, will help to meet the student learning outcomes that have been checked by your professor, Sara Champlin.

Each graduate must:

☐ 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