RACE, GENDER AND THE MEDIA: A METHODS APPROACH

JOUR 4250/5210

UNDERGRADUATE AND GRADUATE SYLLABUS

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

Fall 2020, 3:30 p.m.-6:20 p.m. Tuesdays (this is an asynchronous ONLINE CLASS with one exam that meets synchronously. This exam will take place from 3:30-5 p.m. on Tuesday, October 6. Please block this time from the beginning of the semester so that you will be available to take the exam.)

Professor          Tracy Everbach, Ph.D.
Phone              214-995-8464-cell

Student office hours: 1-3 p.m. Tuesdays and 3-5 p.m. Wednesdays (or by appointment, virtually or in person) ON ZOOM for FALL 2020: My Zoom room is at: https://unt.zoom.us/j/5032133197

Email              Tracy.Everbach@unt.edu
Twitter            @TracyEverbach

TA                  Madison Hurd, master’s student, Mayborn Graduate Institute
Email + phone      MadisonHurd@my.unt.edu, 972-837-5861

Course Description

This course teaches students how to use established research methods 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 indoctrinated to journalists and other media workers. Students apply established research methods to scrutinize media texts through qualitative and quantitative content analyses. 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

- Online readings listed on the syllabus and on Canvas
- Your own blog
- Streaming video, websites
Supplemental texts (not required but may help with research and further study)

- UNT’s Black Lives Matter Resource Page [https://ied.unt.edu/untblm#Media](https://ied.unt.edu/untblm#Media)

Supplemental film and video

- “13th” available streaming on Netflix
- “Get Out” feature film, directed by Jordan Peele.

Course goals and ACEJMC competencies for accreditation purposes:

- 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

This course takes place 100% online. You will be able to talk with me personally during student Zoom hours each week (listed on the syllabus) or by appointment. Other than that, your interaction with me, your TA, and with your fellow students will take place in Canvas. There are 14 weeks of content that you will move through. You will have the chance to interact with your classmates through small-group and larger-group discussions on Canvas.

To be successful in this course I would advise you to set aside 3-9 hours per week to read, watch, and listen to the material and to complete your writing assignments. This class is asynchronous, which means you can work on each weekly module on your own time.

NOTE: The only time this class will meet synchronously is for an open-book exam during week 7. Check that module in Canvas for the date and time.

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, in order 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.

While I want to make myself as available as possible to each of you, I do have to place some limitations on when I can be contacted. I would prefer that most general questions go through the general Q & A forum in the Discussion Board area. If you have a general question about the course or assignments, please post it there. Either I will answer it, or, one of your classmates will. This way we can all benefit from questions asked, and they can be answered in a venue that the whole class can see. You may also want to find someone in class to be a "buddy" with. This will give you at least one other person who you can email with questions.

If you have a private question, please contact me via email and I will respond within 24 hours on weekdays (usually sooner). Please do not expect a response over the weekend. Please use my phone number as a last resort - but, also, use it if you need to! I will not be available between 9 p.m. and 9 a.m.

Normally, I will return feedback on all written assignments within a week 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. You can expect to see me participate in the discussion board after all student original posts have been posted, usually on the Friday of the first week of the module.

Activities (undergraduate)

- Your individual blog (graded at midterm and at the end of the course), 200 points, 20% of grade
- Discussion participation (10 discussions, 20 points each), 200 points, 20% of grade

Assessments (undergraduate)

- Project I, Individual Media Analysis, 200 points (20% of grade)
- Concepts/Methods Exam, 200 points (20% of grade)
- Project II, Group or Individual Community Service Project, 200 points (20% of grade)

Activities (graduate)

- Your individual blog (10 posts total, graded at midterm and at the end of the course), 200 points, 20% of grade
- Discussion participation (10 discussions), 200 points, 20% of grade

Assessments (graduate)

- Project I, Research Paper Proposal, 100 points (10% of grade)
• Concepts/Methods Exam, 200 points (20% of grade)
• Project II, Research Paper, 300 points (30% of grade)

Grading

• A: 90-100% (900-1,000 points, Outstanding, excellent work. The student performs well above the minimum criteria.)
• B: 80-89% (800-899 points, Good, impressive work. The student performs above the minimum criteria.)
• C: 70-79% (700-799 points, Solid, college-level work. The student meets the criteria of the assignment.)
• D: 60-69% (600-699 points, Below average work. The student fails to meet the minimum criteria.)
• F: 59 and below (599 points and below, Sub-par work. The student fails to complete the assignment.)

Grade-related Policies

Late Work
I will not accept late work in this course. 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.

Turnaround Time
I aim to return graded work to you within one week of the due date. When this is not possible, I will send an announcement to the class.

Grade Disputes
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.

Extra Credit
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 are expected to blog your thoughts on your personal blog after every class. To achieve an A on your blog grade, you should have at least 5 well-written, relevant blog posts by midterm and 10 blog posts by the last class day.

You need to submit the address to this blog by the second week of class. Here is the place to submit it: https://tinyurl.com/RGMblogF20. The TA and I will check your blog periodically throughout the semester. You will receive a blog grade at midterm and final.
Your grade will be based upon your 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 www.blogger.com or www.wordpress.com or www.wix.com, www.squarespace.com or another format of your choice (but not Tumblr—we have had too many problems with it).

**Blogging guidelines:** Posts should be 300-500 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. 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. Spelling, grammar, and clear writing will be taken into account when grading. If you are using the same blog platform you use for another class or for other purposes, the posts for this class should be clearly labeled. You may not use the same posts for other classes. You should have five high-quality blogs at midterm for an A grade.

**Discussions**

You are assigned to participate in 10 discussions with your assigned group. Please post your 150-250 word original response by the Tuesday following the module and comment on the posts of at least two classmates in your group by Friday following the module no later than 11:59 P.M. There will be no group discussions on Week 7, Week 9, Week 10, and Week 13.

You are welcome to start discussions, ask questions, or post general interest material on the Q & A Discussion Board on Canvas. These will go to the entire class.

**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 or any other act of academic dishonesty.

**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.

**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.

**Sexual 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](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.

**Syllabus**

This is a tentative outline that may change throughout the semester. If you miss class, it is your responsibility to keep up with this syllabus and the assignments. Each class contains quite a bit of material. All of these assigned readings, films, and other texts are listed and linked on the Canvas modules.
NOTE: Most of the videos listed here are available through the UNT Media Library in Chilton Hall. 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. 25**: Course introduction. Overview of mass media theories and research methods. (PowerPoint presentations posted on Canvas.) What is media literacy?

VIDEO: Antoine Dodson original newscast + discussion.

**Week 2, Sept. 1**: Images of race in news. Implicit bias. Content analysis.

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


VIDEO: “White Like Me.” Can be streamed through UNT Library
https://iii.library.unt.edu/record=b4530169~S12

**Week 3, Sept. 8**: Symbolic annihilation, gender stereotypes and feminism.

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


Blog address/URL due.

https://www.ted.com/talks/cameron_russell_looks_aren_t_everything_believe_me_i_m_a_model

Chimamanda Ngozi Adichie: “We Should All Be Feminists.” We should all be feminists | Chimamanda Ngozi Adichie | TEDxEuston

**Week 4, Sept. 15**: Historical analysis and oral history; the black press in America.

To prepare for class, please read:


PART 2, ADVERTISING, MUSIC, MUSIC VIDEOS AND SPORTS

Week 5, Sept. 22: Introduction to advertising culture, body image, socialization.

To prepare for this class, please read:


VIDEO: “Killing Us Softly 4” ON DEMAND THROUGH UNT MEDIA LIBRARY: http://iii.library.unt.edu/record=b3919695~S6

Week 6, Sept. 29: Men and male stereotypes.

To prepare for this class, please read:


VIDEO: “The Mask You Live In” ON DEMAND THROUGH UNT MEDIA LIBRARY: http://iii.library.unt.edu/record=b6140520~S6

PROJECT 1 DUE

Week 7, Oct. 6: *** EXAM

MIDTERM BLOGS DUE


To prepare for this class, please read:


Video: “Race, Power and American Sports” can be streamed through UNT Library at https://iii.library.unt.edu/record=b5049283~S12

Week 9, Oct. 20:
Gays, lesbians, bisexual and transgender people in media.

To prepare for this class, please read


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.) This presentation, which he conducts in person when we have a face-to-face class, is included in an online format.

Week 10, Oct. 27:

Islamophobia, social class, poverty, aging, the disabled

To prepare for this class, please read:


The material for this week is in the module for Week 10 on Canvas.

PART 3: TELEVISION, FILM AND POPULAR CULTURE

Week 11, Nov. 3: Violence against women, portrayals of women in media.

To prepare for this class please read the following and watch Eminem and Rihanna’s “Love the Way You Lie” video: Eminem – Love The Way You Lie ft. Rihanna


VIDEO: “Miss Representation” available through UNT Media Library: http://iii.library.unt.edu/record=b5426526~S6


Week 12, Nov. 10: Hispanics/Latinos in the media

To prepare for this class please read:

2. Lind book, “‘Somebody is Bound to Call You Out’: Young Latinos' Digital Media Use and Political Participation,” p. 64-69

VIDEO: “Latinos Beyond Reel” ON DEMAND THROUGH UNT MEDIA LIBRARY: 
http://iii.library.unt.edu/record=b4530172~S6

Week 13, Nov. 17: Reality TV, film and stereotypes.

To prepare for this class, please read:

2. Lind book, “It’s OK that We Backstab Each Other: Cultural Myths that Fuel the Battling Female in The Bachelor,” p. 168-172

VIDEO: Justin Baldoni—Man Enough Ep. 1 https://www.youtube.com/watch?v=dVsbYas4tVo

Week 14, Nov. 24: Princesses, wicked stepmothers, and racial stereotypes in Disney films.

To prepare for this class please read:


VIDEO: “Mickey Mouse Monopoly” ON DEMAND THROUGH UNT MEDIA LIBRARY: 
http://iii.library.unt.edu/record=b2571375~S12

NO FINAL EXAM. FINAL PROJECTS DUE BY 11:59 p.m., December 1

FINAL BLOGS DUE Wednesday, December 1. (10 quality posts for an A)

All extra credit due December 1.

No work will be accepted after December 1, 2020 unless specific permission is given.

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 elder 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? ALSO: Interview your elder 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). Attach a sample of what you analyzed. Can you tie your findings to any of the theories or concepts we have discussed in class? If so, discuss them.

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 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. Attach original charts or graphs of the numbers you counted or themes you found (if you did so) 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. Can you tie your findings to any of the theories or concepts we have discussed in class? If so, discuss them.

**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 weeklong content analysis of national, local or campus media, taking into account portrayals of race and gender. 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:** 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: During COVID-19 restrictions, this presentation should NOT be made in person. You may make a virtual presentation to a group through a platform such as Zoom, Skype, Google Hangout, etc. You also may make a side show and/or a YouTube video. Please ask me if you have further questions.

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. 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., minorities, women, LGBT). 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 (no more than two may be from the Internet). 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
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 and 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.

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.

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### Fall 2020 Important Dates

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<th>Deadline</th>
<th>Regular</th>
<th>8W1</th>
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<tr>
<td>Any time before the first day of class a student may cancel their courses for the upcoming session through myUNT. See the link for complete instructions on canceling classes <a href="https://registrar.unt.edu/registration/canceling-classes">https://registrar.unt.edu/registration/canceling-classes</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classes Begin</td>
<td>Aug 24</td>
<td>Aug 24</td>
<td>Oct 19</td>
</tr>
<tr>
<td>Labor Day (no classes; university closed)</td>
<td>Sept 7</td>
<td>Sept 7</td>
<td>Sept 7</td>
</tr>
<tr>
<td>Census</td>
<td>Sept 5</td>
<td>Aug 31</td>
<td>Oct 26</td>
</tr>
<tr>
<td>Beginning this date a student may drop a course with a grade of W by completing the <em>Request to Drop Class</em> form and submitting it to the Registrar's Office. See link for complete instructions <a href="https://registrar.unt.edu/registration/canceling-classes">Dropping a Class</a></td>
<td>Sept 6</td>
<td>Sept 1</td>
<td>Oct 27</td>
</tr>
<tr>
<td>Last day for change in pass/no pass status</td>
<td>Oct 2</td>
<td>Sept 11</td>
<td>Nov 6</td>
</tr>
<tr>
<td>Mid-semester</td>
<td>Oct 16</td>
<td>Sept 18</td>
<td>Nov 13</td>
</tr>
<tr>
<td>Last day for a student to drop a course. Grades of W are assigned.</td>
<td>Nov 2</td>
<td>Sept 28</td>
<td>Nov 23</td>
</tr>
<tr>
<td>Beginning this date, a student who qualifies may request an Incomplete, with a grade of I.</td>
<td>Nov 9</td>
<td>Sept 28</td>
<td>Nov 23</td>
</tr>
<tr>
<td>Last day to withdraw (drop all classes). Grades of W are assigned.</td>
<td>Nov 20</td>
<td>Oct 9</td>
<td>Dec 4</td>
</tr>
<tr>
<td>Thanksgiving Break (no classes, university closed)</td>
<td>Nov 26 - 27</td>
<td>Nov 26 - 27</td>
<td>Nov 26 - 27</td>
</tr>
<tr>
<td>Pre-Finals Days</td>
<td>Dec 2-3</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
<td>Oct 15</td>
<td>Dec 10</td>
</tr>
<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td>Last Regular Class Meeting</td>
<td>Dec 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Day (no classes)</td>
<td>Dec 4</td>
<td>N/A</td>
<td>Dec</td>
</tr>
<tr>
<td>Final Exams</td>
<td>Dec 5 - 11</td>
<td>Oct 16</td>
<td>Dec 11</td>
</tr>
<tr>
<td>End of Term</td>
<td>Dec 11</td>
<td>Oct 16</td>
<td>Dec 11</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
- Associate Dean, Mayborn School of Journalism
- Dean, Mayborn School of Journalism

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.

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.

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 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 at [www.spot.unt.edu](http://www.spot.unt.edu) or email spot@unt.edu. Spots survey dates:

<table>
<thead>
<tr>
<th>Term</th>
<th>Survey Administration Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>8W1</td>
<td>11/30 – 12/10</td>
</tr>
<tr>
<td>Fall</td>
<td>11/16 – 12/3</td>
</tr>
<tr>
<td>8W2</td>
<td>10/5 – 10/15</td>
</tr>
</tbody>
</table>

**MENTAL HEALTH SERVICES FOR UNT STUDENTS**

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, 1800 Chestnut St. (Chestnut Hall)**
   940-565-2333
   M-Th, 8 a.m. to 5 p.m.
   [https://studentaffairs.unt.edu/student-health-and-wellness-center#programs](https://studentaffairs.unt.edu/student-health-and-wellness-center#programs)

2. **Counseling and Testing Services**
   801 N. Texas Blvd., Suite 140 (Gateway Center)
   940-565-2741
   M-F, 8 a.m. to 5 p.m.
   [https://studentaffairs.unt.edu/counseling-and-testing-services](https://studentaffairs.unt.edu/counseling-and-testing-services)

3. **UNT CARE Team**
   Dean of Students, University Union
   940-565-2648
4. Psychiatric Services
940-565-2333
https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry

5. Individual Counseling*
940-369-8773
https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling

*Services are free to UNT students
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 partner violence) 940-382-7273
• UNT Mental Health Emergency Contacts
  - During office hours, M-F, 8 a.m. to 5 p.m. 940-565-2741
  - After hours 940-565-2741
  - Crisis Line Text CONNECT to 741741
  - Live chat http://www.suicidepreventionlifeline.org

WE ARE HERE TO SUPPORT AND HELP YOU!