

J4812/7812 Online Audience Development Sample Syllabus

This syllabus includes: course description, your weekly schedule, course expectations, grade requirements and academic policies.

Faculty:

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Office Hours: By appointment, schedule by emailing Professor Simons with three times when you're available to meet. She'll pick one and let you know when to come in.

Editors who can assist you with ideas on behalf of your assigned newsroom:

Elizabeth Connor Stephens, City Editor, Missouriian, 882-9951, stephensec@missouri.edu
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Course Description

You're already using social media every day – but are you using it in the most effective way possible? In Online Audience Development students will explore, envision and evaluate the possibilities of social media integration in news production workflows. We'll experiment with emerging social platforms to see how they might fit in a newsroom's social media and branding playbook.

You will also exercise, develop and improve on all the journalism skills practiced in previous classes: researching, reporting, editing, producing, proofreading, photo editing and design. The big difference? This time you'll be reporting *on* our newsrooms in order to help create deeper connections with the audience.

Prerequisites

Broadcast News II (J4306/7306)
or News Reporting (J4450/7450)
or Staff Photojournalism (J4560/J7560)
or Convergence Journalism (J4804/J7804)
or instructor consent

This course is three credit hours.

Required Materials and Readings

You will have access to production equipment through the Convergence checkout lab (11 Walter Williams). This includes Sony RX-10ii or Sony RX-10iii DSLR, Zoom H4N, tripods, wireless microphones, etc. You will also have access to the Futures Lab computers to edit on Adobe Premiere Pro, Photoshop, Audition, Illustrator and InDesign. Online Audience Development has a partition on the EVO Server and access to the Classes Server. In order to be successful in this class, you will also need accounts on:

Facebook

Twitter

Instagram

Snapchat (optional, though recommended)

WeChat (optional)

Banjo: Banjo is a social listening tool we will be using in class. You will receive an email to your MU email address with login credentials during the first week of the semester. Activate it within seven days of receipt of that email. Banjo requires that you have an Instagram account to authenticate your account.

Slack: Slack should be used for questions about class, assignments, content you're producing on behalf of your newsroom team or anything, really, that you feel the entire class could benefit from. In addition to subject-specific chatrooms, you have the ability to use the private message function to communicate with your classmates and me. While Slack doesn't replace the need for face-to-face or email communication, it is best for quick questions or to discuss issues that might also benefit others. You will receive an invite from me to join our Slack group. Please check your MU email to find that invite. You can access Slack using a web browser, desktop app and/or mobile app. All app downloads are free of charge. Use of the apps is recommended due to the availability of notifications.

Canvas: All readings, quizzes and writing assignments for this course will be administered through Canvas, the University of Missouri's learning management system. You can access Canvas at <http://missouri.instructure.com>. Students are encouraged to look through the Canvas site prior to the first day of class. There will be a short reading due ahead of the first session. Students unable to access Canvas should contact the University of Missouri's help desk at 573-882-5000.

Grading

Graduate students and undergraduate students in this class are subject to plus/minus grading.

Your grade will reflect the following percentages:

Class participation and attendance – 10 percent

Class participation and attendance are vital and can rarely be made up. Classes are designed to supplement your hands-on learning, introduce new ideas and bring up big picture topics that may or may not be relevant to work you do in your newsrooms.

I will pass around an attendance sheet during every class. If you arrive after the attendance sheet has circulated the room, please note what time you signed in. You may miss **four** classes for any reason without penalty. I will not judge absences as excused or unexcused. Tardies will be added up by the minutes, and once you hit 75 minutes, it will count as a full absence.

After four absences, an additional absence will result in a 76 (C) for attendance. A sixth absence or chronic tardiness will result in a 60 (F) for attendance. If you have an ongoing illness or unforeseen circumstance that causes you to miss class for more than two weeks, please contact me to arrange possible accommodations.

Please check with a classmate to find out what happened in class when you were gone. If you still have questions about the material, check in with me.

Social media producing/team work – 40 percent

You will be working in teams to provide social media content for either KBIA-FM, the Columbia Missourian, Vox Magazine, Global Journalist or the Missouri School of Journalism. Your teams will help our newsrooms connect with their audiences by telling *their* story. This may be done using video, photos, information graphics, etc. in social media posts. You and your teammates will meet with your newsroom clients and determine what the story is they're trying to tell. You'll figure out a plan on how to help the reporters and editors in that newsroom *connect* with its audience – and then execute that plan.

The exact number of “stories” or equivalent output each student is responsible for will vary depending on class size and client needs. This will be determined during a team meeting with your instructor following your first meeting with your client. A contract will be drawn up with mutual expectations and projected deadlines.

In many cases, you'll be working with your client and me to determine what your work will look like, when it will be due and when it will be published. Deadlines may be more fluid than in daily news production.

At the end of Weeks 4, 8, 12 and 16, you will write me a 2-3 paragraph summary of what YOU individually have done to move your team forward during the past quarter. This summary is to focus on the past (not what you will do, it must focus on what you *have* done) four weeks. This will be submitted in Canvas. Your grade will be based on your summary, the work I've observed and feedback I get from your client. **LATE WORK WILL NOT BE ACCEPTED WITHOUT PRIOR APPROVAL FROM THE INSTRUCTOR. FAILURE TO TURN IN A SUMMARY BY DEADLINE WILL RESULT IN A GRADE OF 50 FOR THAT QUARTER, REGARDLESS OF A STUDENT'S LEVEL OF PRODUCTION OR NUMBER OF “STORIES” PUBLISHED DURING THAT FOUR-WEEK PERIOD.**

Quizzes and web work – 15 percent

There will be several web-based activities and assignments throughout the semester. Some will be reading quizzes, designed to determine that you have completed the readings. The quizzes will be between five and ten questions and you have 15 minutes to complete them. Because they are to be taken on your own time, they will be open book. Once open, a quiz will remain open for 48 hours. All quizzes will be administered through Canvas.

If you have a problem accessing a quiz or have a computer issue, you must contact an instructor immediately or the quiz score will stand as incomplete.

There will be other online training modules that you will need to complete, such as Twitter Flight School and First Draft verification activities during the course of the semester. Completion of those activities will be graded and points awarded based on the criteria spelled out in the Canvas assignment. **LATE WORK WILL NOT BE ACCEPTED WITHOUT PRIOR APPROVAL FROM THE INSTRUCTOR.**

Short papers – 30 percent

In Weeks 3, 6, and 12, you will write a 2 to 3-page reflective essay on the topic of your choice. You have a lot of latitude in selecting a topic – it can be related to the week's discussion, readings, current events, ethical dilemmas or behaviors you encounter during the course of your social media/branding work, news consumption, etc. Papers will be graded based on original thought backed by basic research of an academic, social or historical nature. While I am not expecting that these papers be rooted in heavy academic research – or even carry a standard academic citation schema – I am expecting that you write using the style expected of a student at the 4000 and 7000 level. That means you should use proper sentence structure, grammar, subject-verb agreement, pronoun-antecedent agreement, etc. Writing for the eye and ear require different skills. We need to keep all of our writing skills sharp. **LATE WORK WILL NOT BE ACCEPTED WITHOUT PRIOR APPROVAL FROM THE INSTRUCTOR.**

Portfolio – 5 percent

Students will create and publish an online portfolio showcasing their professional work. This might include work done in the various Missouri School of Journalism newsrooms, in off-campus internships or fellowships, personal blogs, etc. A successful portfolio will demonstrate a student's skills, professional interests and career aspirations. Potential employers should be able to visit the site and know right away

what the student could add to their workplace – within the field of traditional journalism or strategic communication or not.

Extra Credit

Extra credit assignments may be offered throughout the semester. If they are, I will make those available through announcements in class, Slack or both. If you want to complete an extra credit assignment but aren't able due to class or work conflict, contact me as soon as the opportunity is offered to arrange for an alternative assignment.

Graduate Student/Honors by Contract Requirement

Graduate students will complete an additional assignment. See Canvas for the full details of the graduate assignment, due dates and instructions for submission. Completion of this assignment is required for graduate students to pass this course.

Work will be graded on the following plus/minus A-F scale. Failure to complete the assignment will result in a failing grade for the course. The graduate component grade will be counted as the majority of your attendance/participation grade for the class.

Letter grades will be rounded to the nearest whole number and assigned based on the following percentages:

Undergraduate Students		Graduate Students	
A+	97-100	A+	97-100
A	93-96	A	93-96
A-	90-92	A-	90-92
B+	87-89	B+	87-89
B	83-86	B	83-86
B-	80-82	B-	80-82
C+	77-79	C+	77-79
C	73-76	C	73-76
C-	70-72	C-	70-72
D+	67-69	F	69 and below
D	63-66		
D-	60-62		
F	59 and below		

Course Schedule

Week 1

Tuesday

Topic/Subject: Course intro and overview

Welcome to the Online Audience Development course. We'll go over course objectives, get to know one another, what we'll be doing – and why. We'll examine the concept of trust – and how we can use that to build an online audience for our newsrooms.

Readings: See Canvas

Assignment: Complete the Marketing Leadership “flight path” on Twitter Flight School prior to the start of class on Tuesday, August 28. Upload a screenshot of your completion certification to Canvas by 11 a.m.

Thursday

Topic/Subject: Our newsrooms, their pillars

Our clients – KBIA, the Missourian, Vox, Global Journalist and the School of Journalism – have very different audiences, very different ideas of what news is, and how to deliver it. We’ll compare and contrast them and begin to brainstorm potential way to help develop trust among their audiences.

Readings: See Canvas

Convergence Media Credentials: Come to the Futures Lab between 10:30 a.m. and 5 p.m. to have your photo taken for a media credential. (Anyone who has taken 4804, your old credential is still valid)

Week 2

Tuesday

Topic/Subject: Our Platforms: Facebook, Twitter, Instagram, Snapchat

How will we use each of these platforms? It depends on the needs of your client. We’ll go over the strengths and weaknesses of each for connecting with the audience.

Assignment: Set up a time to meet with your client – Elizabeth Connor Stephens at the Missourian, Nathan Lawrence at KBIA, Heather Lamb and Sara Shipley Hiles at Vox, Jason McLure at Global Journalist and Lynda Kraxberger for the School of Journalism. It’s possible your entire team might not be able to make it. Make sure as many people as possible are there. You’re on a fact-finding mission. Go to the “Files” section in Canvas for a list of questions to which you might want to seek out the answers. You’ll use this information – along with the continuity plan from last semester – to develop your audience growth plan. Your meeting must be complete by the beginning of class on Thursday, Sept. 6.

Assignment: Twitter Flight School “Video” due by 11 a.m. on Tuesday, Sept. 4. Upload a screenshot of your completion certificate to Canvas.

Readings: See Canvas

Thursday

Topic/Subject: Social Media Audit

Learn how to do an effective social media audit so that you and your teams can go into your newsroom meetings prepared.

Readings: See Canvas

Week 3

Tuesday

Topic/Subject: Social Listening

One of our primary goals is to make journalism a *conversation*. Well, conversations only happen when you listen as much as you talk. Today we’ll look at different ways you can effectively listen to your audience – when it comes to breaking news situations *and* brand management... and how doing that can lead to a stronger overall product.

DUE TODAY AT 11 A.M.: Short Paper #1

Thursday

Topic/Subject: Brainstorm Session!

Get your newsroom team together and let’s start brainstorming! What did you learn during your meeting with your client? Let’s start a strategy session. What is your client newsroom’s *story*? How can you *tell* it?

Week 4

Tuesday

Topic/Subject: In-Class Work Day

Use today's class period to work with your newsroom teams, meet with your clients to provide status updates, etc.

Thursday

Topic/Subject: TBD

Friday

DUE: First newsroom summary is due in Canvas by 5 p.m. today.

Week 5

Tuesday

Topic/Subject: SEO & SMO: The Influence of Social on Search

The days of chasing an algorithm on search are waning. Now the key to driving traffic to your website comes from creating sharable content. Today we'll look at how to identify top content on social and optimize it, how to tune into real-time conversations and to integrate social experiences with website experiences to enhance branded search.

Readings: See Canvas

Thursday

Topic/Subject: Web Analytics

You'll learn how website traffic data is collected, what types of information you can learn about your audience and its habits – in real time – and how that information can be useful to journalists.

Readings: See Canvas

Week 6

Monday

DUE at 11:00 a.m.: Short Paper #2

Tuesday

Topic/Subject: Social Analytics

Several social media platforms provide page administrators with a significant amount of free analytics to help understand how followers consume, engage with and share content. We'll look at the types of data available and what how it can help inform social strategies.

Readings: See Canvas

Extra Credit: You can earn up to **5 percentage points** added to your portfolio score by writing a short paper analyzing a station, newspaper, magazine or brand's social media presence using social analytics data from CrowdTangle to back up your arguments. See Canvas for details and due date.

Thursday

Topic/Subject: Making analytics meaningful to the newsroom

You have an understanding of what the audience metrics mean, but how do you communicate that to your other newsroom colleagues? What can this data teach them about what your audience wants – and what your audience needs – and how you can better serve it?

Readings: See Canvas

Week 7

Tuesday

Topic/Subject: **We'll do it LIVE!!!**

Anyone can "go live" now, thanks to apps like Facebook and Instagram Live. We'll talk about the strengths and weaknesses of this tool, some best practices... and consider some ways it might come in handy for our newsroom clients.

Readings: See Canvas

Thursday

Topic/Subject: In-Class Work Day

Use today's class period to work with your newsroom teams, meet with your clients to provide status updates, etc.

Week 8

Tuesday

Topic/Subject: Social Verification

Today we will look at several free tools you can use to verify Facebook, Instagram and Twitter posts

Readings: See Canvas

Thursday

Topic/Subject: Getting your hands dirty with social verification

We will do an in-class exercise today that will count as one of your reading quizzes.

Topic/Subject II: Team check in time

You'll use the remainder of today's class time to check in with your teams and to provide me with a face-to-face status update on where you are with your production, talk about any roadblocks, etc.

Friday

DUE: Second newsroom summary is due in Canvas by 5 p.m. today.

Week 9

Monday

DUE at 11:00 a.m.: Short Paper #3

Tuesday

Topic/Subject: Missouri Honor Medals

In place of our traditional class this week, you are required to attend **one hour** Missouri Honor Medal master classes/events. You may choose any of the scheduled events, based on what works best for your personal schedule. Attend a session, write up a one-page summary (double-spaced) about what you saw, observed and experienced.

Thursday

Topic/Subject: A very 'particular' set of skills

Come to class ready to brainstorm! We're going to be talking about ourselves... this is NOT the time to be modest. Details to follow!

Week 10

Tuesday

Topic/Subject: Putting your skills to work

Guest Speaker: Alumnus

Thursday

Topic/Subject: Putting together your professional portfolio

They're subjective... What I might like, you might not. What you like, I might not. But there are some elements that you must have in an effective online portfolio. What are they? How can you put your best foot (face) forward? We'll look at some techniques you may want to employ, and go over the formal assignment you'll be expected to complete.

Readings: See Canvas

Week 11

Tuesday

Topic/Subject: Class Work Day

Thursday

Topic/Subject: It's okay to unplug!

We all need time to recharge our batteries. It's okay to unplug. Really, it is. Let's just keep telling ourselves that.

Readings: See Canvas

Week 12

Monday

DUE at 11:00 a.m.: Short Paper #4

Tuesday

Topic/Subject: TBA

WE MIGHT NEED TO CANCEL CLASS TO ACCOMMODATE NEWSROOM OBLIGATIONS/NEEDS FOR ELECTION DAY. IF ELECTIONLAND HAPPENS, STUDENTS IN THIS COURSE WILL BE EXPECTED TO PARTICPATE AND WORK A 2-HOUR SHIFT.

Thursday

Topic/Subject: E-mail Newsletters

Who needs a homepage when you can go straight into your readers' inbox? Gannett ??? Derrick Ho joins us to talk about newsletter strategy.

Readings: See Canvas

Friday

DUE: Third newsroom summary is due in Canvas by 5 p.m. today.

Week 13

Tuesday

Topic/Subject: Going behind the curtain with messaging apps

Think about your own social media habits... where do you spend more time? Facebook or Snapchat? Weibo or WeChat? Slack or... well, today we're going to talk about how news organizations are using messaging apps to reach audiences who want to be social, but not as publicly as they once were.

Readings: See Canvas

Thursday

Topic/Subject: Going Global

We're all familiar with Facebook, Twitter, Instagram and Snapchat... but what about WeChat? Weibo? QQ?

Readings: See Canvas

Week 14

Thanksgiving Break: No classes, no assignments

Week 15

Tuesday

Topic/Subject: Portfolio Reviews

Portfolio assignment due today. Submit your URL to Canvas by 11 a.m. You will be spending time in class doing peer evaluations of classmates' portfolios. You'll incorporate their feedback and make revisions due by 5 p.m. on December 6.

Thursday

Topic/Subject: Continuity planning

You're about to enter the final week on your newsroom team. What needs to be done to prepare for another team of students to take over next semester? What did you finish, what can you still finish, what needs to be picked up again in January? What worked, what didn't? Which goals were met, which weren't? What advice would you offer to the next group?

Week 16

Tuesday

Topic/Subject: Odds & Ends

We will use today's class session to do remaining in-class presentations and to give you time to work on final social elements, continuity plans, etc.

Thursday

Topic/Subject: Course wrap-up, evaluations

DUE: All work is due at 5 p.m. today. This includes final newsroom/social media shift reports and final portfolio edits. You may email Amy earlier if you're done with your portfolio revisions earlier in order to expedite the grading/feedback process.

Graduate student assignment due by 5 p.m. via Canvas.

Course Policies

Professional Values and Competencies:

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

- understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- demonstrate an understanding of 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;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

Code of Ethics

The role of a journalist is to tell the truth, act independently and minimize harm. As such, journalism students are expected to read and comply with the highest ethical standards. Though various codes have slight differences – you will find they are all based in the same values. Please review the codes for the following news organizations: Society of Professional Journalists, Radio, Television, Digital News Association and National Press Photographers Association.

As a convergence student, you are held to a strict standard of being able to adapt to different newsroom environments and learning the policies of that work environment.

If you ever have a question about an ethical standard, get in touch with your faculty editor as soon as possible.

SPJ Code of Ethics

RTDNA Code of Ethics

NPPA Code of Ethics

Academic Honesty

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful.

Academic misconduct includes but is not limited to the following:

Use of materials from another author without citation or attribution.

Use of verbatim materials from another author without citation or attribution.

Extensive use of materials from past assignments without permission of your instructor.

Extensive use of materials from assignments in other classes without permission of your instructor.

Fabricating information in news or feature stories, whether for publication or not.

Fabricating sources in news or feature stories, whether for publication or not.

Fabricating quotes in news or feature stories, whether for publication or not.

Lack of full disclosure or permission from editors when controversial reportorial techniques, such as going undercover to get news, are used.

Classroom Misconduct

When in doubt about plagiarism, paraphrasing, quoting or collaboration, consult with your instructor. For closed-book exams and exercises, academic misconduct includes conferring with other class members, copying or reading someone else's test and using notes and materials without prior permission of the instructor. For open-book exams and exercises, academic misconduct includes copying or reading someone else's work.

Classroom misconduct includes forgery of class attendance; obstruction or disruption of teaching, including late arrival or early departure; failure to turn off cellular telephones leading to disruption of teaching; playing games or surfing the Internet on laptop computers unless instructed to do so; physical abuse or safety threats; theft; property damage; disruptive, lewd or obscene conduct; abuse of computer time; repeated failure to attend class when attendance is required; and repeated failure to participate or respond in class when class participation is required.

IMPORTANT: Entering a classroom late or leaving a classroom before the end of the period can be extremely disruptive behavior.

Students are asked to arrive for class on time and to avoid early departures. This is particularly true of large lectures, where late arrivals and early departures can be most disruptive. Instructors have the right to deny students access to the classroom if they arrive late and have the right to dismiss a student from the class for early departures that result in disruptions.

Under MU policy, your instructor has the right to ask for your removal from the course for misconduct, disruptive behavior or excessive absences. The instructor then has the right to issue a grade of withdraw, withdraw failing or F. The instructor alone is responsible for assigning the grade in such circumstances.

A Special Note about Web Access in Class

The above language regarding classroom misconduct stems from discussions between MU Faculty Council and the Provost's Office. While Convergence Journalism faculty endorse the intent expressed above, we also tolerate (and actively encourage in many instances) personal web access during class time. Attention to and mastery of content discussed during class is your responsibility. We will alert you if there are specific times during a lecture, training session or class discussion when we intend to limit or prohibit web access.

Dishonesty and Misconduct Reporting Procedures

MU faculty are required to report all instances of academic or classroom misconduct to the appropriate campus officials. Allegations of classroom misconduct will be forwarded immediately to MU's Vice Chancellor for Student Services. Allegations of academic misconduct will be forwarded immediately to

MU's Office of the Provost. In cases of academic misconduct, the student will receive at least a zero for the assignment in question.

Professional Standards and Ethics

The School of Journalism is committed to the highest standards of academic and professional ethics and expects its students to adhere to those standards. Students should be familiar with the Code of Ethics of the Society of Professional Journalists and adhere to its restrictions. Students are expected to observe strict honesty in academic programs and as representatives of school-related media.

Should any student be guilty of plagiarism, falsification, misrepresentation or other forms of dishonesty in any assigned work, that student may be subject to a failing grade from the instructor and such disciplinary action as may be necessary under University regulations.

Audio and Video Recordings of Classes

Students may make audio or video recordings of course activity for personal use and review unless specifically prohibited by the faculty member in charge of the class. However, to foster a safe learning environment in which various viewpoints are respected, the redistribution of audio or video recordings or transcripts thereof is prohibited without the written permission of the faculty member in charge of the class and the permission of all students who are recorded. (Collected Rules and Regulations, University of Missouri, Sect. 200.015, Academic Inquiry, Course Discussion and Privacy)

University of Missouri Notice of Notifications

The University of Missouri does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age, disability or status as a protected veteran.

Office for Civil Rights & Title IX Information:

University of Missouri policies prohibit discrimination on the basis of race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, pregnancy, age, genetic information, disability and protected veteran status. Discrimination includes any form of unequal treatment such as denial of opportunities, harassment, and violence. Sex-based violence includes rape, sexual assault, unwanted touching, stalking, dating/interpersonal violence, and sexual exploitation.

If you experience discrimination, you are encouraged (but not required) to report the incident to the MU Office for Civil Rights & Title IX. Learn more about your rights and options at civilrights.missouri.edu or call 573-882-3880. You also may make an anonymous report online.

Students may also contact the Relationship & Sexual Violence Prevention (RSVP) Center, a confidential resource, for advocacy and other support related to rape or power-based personal violence at rsvp@missouri.edu or 573-882-6638, or go to rsvp.missouri.edu.

Both the [Office for Civil Rights & Title IX](http://civilrights.missouri.edu) and the [RSVP Center](http://rsvp.missouri.edu) can provide assistance to students who need help with academics, housing, or other issues.

Required Referral: Mizzou employees are required to refer all incidents of sex discrimination to the Office for Civil Rights & Title IX. The Office connects students with resources and helps them decide whether they wish to file a complaint of discrimination. To learn more, contact title9@missouri.edu or 573-882-3880, or go to civilrights.missouri.edu.

If you have special needs as addressed by the Americans with Disabilities Act and need assistance, please notify me immediately. The school will make reasonable efforts to accommodate your special needs. Students are excused for recognized religious holidays. Please let me know in advance if you have a conflict.

ADA Compliance

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the MU Disability Center, S5 Memorial Union, 882-4696, or the course instructor immediately. Reasonable efforts will be made to accommodate your special needs.

Religious Holidays

Students are automatically excused for recognized religious holidays. Let your instructor know in advance if you have a conflict. A list of recognized holidays can be found [here](#).

Intellectual Pluralism

The University community welcomes intellectual diversity and respects student rights. Students who have questions concerning the quality of instruction in this class may address concerns to either the Departmental Chair or Divisional leader or Director of the Office of Students Rights and Responsibilities (<http://osrr.missouri.edu/>). All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.