

## **MEJO 550: Business and the Media, Fall 2020**

**Meeting time:** 9:15-10:30 a.m. T/Th (all remote instruction)

**Meeting places:** Virtual

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**Instructor:** Margaret Moffett (I prefer to be called Margaret)

**Email:** mmoffett@ad.unc.edu

**Cell:** 336-707-1982

**Office hours:** Virtual/phone by appointment

**About Margaret:** I was a full-time newspaper reporter and editor for 28 years, 23 of them at the Greensboro News & Record (jobs included general assignment reporter, an investigative reporter, City Hall reporter, assistant sports editor and assistant city editor). In 2018, I became managing editor of Triad Business Journal, which also is in Greensboro. In late 2019, I left to become a full-time freelancer (and teacher here at UNC) doing a mix of journalism and PR. Here's my [LinkedIn page](#).

I believe journalism can save the world.

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**Overview** (adapted from the syllabus of Mark Vamos at Southern Methodist University)

If there were any doubts that business is one of the biggest news stories out there, the events of the past couple of years have surely eliminated them. For journalists and their audiences, it's impossible to understand the world without an understanding of business and economics. Want to cover politics? Today's unconventional politics are clearly driven by the economic stresses felt by many Americans in the wake of the worst financial crisis since the Great Depression. Interested in city hall or the statehouse? State and local governments are making tough choices dictated by money—choices that affect students, workers, homeowners, commuters. Sports? Sure, you can cover the game. But the biggest recent stories in that world often involve dollars and cents: strikes, lockouts, the building of big new stadiums. Fashion? It's a \$1.7 trillion global industry spanning manufacturing, finance, design, retailing, marketing and media that employs 75 million people worldwide and touches everyone on the planet. Interested in doing stories that hit your readers and viewers where they live? Millions have lost their

jobs, their retirement or college savings, the roofs over their heads or their dreams for a better future.

So business matters—now more than ever—to news audiences. And journalists who know how to make business understandable and accessible to those audiences will be in demand in the future. This course is intended to help train those journalists. Because an understanding of business can shed new light on many seemingly unrelated issues, including sports, the environment—even the arts—this course will also show how the skills and insights of business journalism can be applied to non-business topics.

Think of this class as a survey course in business journalism — more philosophical than a “how-to” course in writing business stories. We’ll discuss how the media affects the public’s perception of business. We’ll do this from the point of view of the individual journalist and how their articles and words affect business and of the media as an industry and its role in shaping corporate America. On occasion, we’ll look at it from the point of view of the business person. We’ll also look at current issues in business journalism.

### **Required texts:**

- *Profits and Losses: Business Journalism and its Role in Society*. By Chris Roush. Marion Street Press: 2011. 3rd edition.
- *The Financial Writer’s Stylebook*, Chris Roush and Bill Cloud, Marion Street Press, 2010. 2nd edition.
- *Muckrakers: How Ida Tarbell, Upton Sinclair, and Lincoln Steffens Helped Expose Scandal, Inspire Reform, and Invent Investigative Journalism*. By Ann Bausum. World History Biographies: 2007.

### **Plus your choice of 1 of the following (used copies available at Amazon.com):**

- *American Prison* by Shane Bauer
- *The Big Short* by Michael Lewis
- *Dopesick* by Beth Macy
- *Metro Dailies in the Age of Multimedia Journalism* by Mary Lou Nemanic
- *Nickel and Dimed* by Barbara Ehrenreich
- *The Seven Sins of Wall Street* by Bob Irvy
- *Too Big to Fail* by Andrew Ross Sorkin

**Attendance policy (or lack thereof):** For myriad reasons, I won't be taking attendance, which is not typical for me. But these aren't typical times. Some classes will be synchronous — but I'll record them in case you'd rather watch them on your own. Obviously, it's to your advantage to come to class/watch the recordings as much as possible. I'll track you down and teach you one-on-one if I need to! **YOU WILL LEARN IN MY CLASS!!!!**

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**Late assignments (or, Don't make me dock you a letter grade.):** In the newspaper business, we call this "missing a deadline." It's a sure-fire way to make your editor mad. Since we're trying to simulate realistic professional conditions in this class, it's important that you hit your deadlines.

Late papers, if I decide to accept them, will receive a reduced grade unless we agree BEFORE the assignment is due that a delay is justified. On some assignments, the grade will be an F for failure to meet the deadline. Even if an assignment is excused as late, I won't accept any assignments that are later than two weeks after its deadline.

Obviously, I'll make exceptions for emergencies related to COVID-19 — yours or a family member's. I reserve the right to verify that you're caring for a family member.

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**Grading:** The class will operate a point system. The more complex the assignment, the more points it's worth. See CLASS SCHEDULE for list of assignments and points. I'll use a combination of objective and subjective metrics to grade you. At the end of the semester, I will divide the number of points you've earned by the total possible points (**XXXX**) and use the following scale to calculate your grade:

A = 93-100	B- = 80-82	D+ = 67-69
A- = 90-92	C+ = 77-79	D = 60-66
B+ = 87-89	C = 73-76	F = 0-59
B = 83-86	C- = 70-82	

**Daily assignments:** 50% (1,000 points possible)

**Book report:** 25% (500 points)

**Final exam (essay/open book):** 25% (500 points)

Course grades will be based on which of the following categories best describes you and your efforts:

- **A:** Your work is “wow!” Your thinking is clear and original. Your assertions are logically supported with plenty of relevant evidence. Your writing is strong and grammatically correct. **THERE WON'T BE MANY OF THESE.**
- **B:** Topics are carefully and thoughtfully covered. Superficial flaws in logic, evidence, or organization exist, but your case is clear and on-target. Writing is strong with very few errors. Your work is quite good. **THIS IS A GOOD GRADE!**
- **C:** One or two minor elements of the assignment or evidence are weak or missing. Organization is adequate. Writing contains several misspellings or grammatical errors. Your work is average (which, BTW, is not a bad thing!!).
- **D:** Several elements of the assignment or evidence are missing. Organization is haphazard. Writing contains numerous mistakes and detracts from the message. Your work is below average.
- **F:** You miss the point of the assignment, or you don't complete the assignment. Most or all of the required elements are missing. Writing is poor and it's difficult to discern the message. Your work is failing.

### **Mistakes that bring out Margaret's red pen:**

- Misspelled name: **-50**
- Missing first reference: **-15**
- Other fact error: **-25**
- Misspelled word: **-10**
- AP/SABEW style error: **-5**
- Wordiness, redundancy: **-5**
- Grammar error: **-5**
- Punctuation error: **-3 to -5**
- Other errors: **-3 to -25**

### **About that book report:**

You're going to pick one of the books listed as optional on Page 2 of this syllabus for a 10-12 page book report that's due **by 1 p.m. Tuesday, Nov. 17**. The report should include the following elements (not necessarily in this order):

- 1) A summary of the book
- 2) A description of the author's voice. For example, is he/she pro-business? Anti-business? An impartial observer? Someone with a viewpoint?

- 3) An explanation of how the journalist approached the topic, and how he/she went about the reporting.
- 4) An analysis of how successful the author was in carrying out his/her purpose. What are the most appropriate criteria by which to judge the book?
- 5) What does the author want us to think about the subject?

Feel free to write in newspaper style, but do cite any sources (within the text; no need for bibliography).

This work represents 25 percent of your course grade (**500 points**), so spend some time on it.

### **COURSE DELIVERY METHODS (BY DATE)**

**Aug. 10:** Synchronous  
**Aug. 12:** Synchronous  
**Aug. 18:** Synchronous  
**Aug. 20:** Synchronous  
**Aug. 25:** Synchronous  
**Aug. 27:** Synchronous  
**Sept. 1:** Asynchronous  
**Sept. 3:** Asynchronous  
**Sept. 8:** Synchronous  
**Sept. 10:** Synchronous  
**Sept. 15:** Synchronous  
**Sept. 17:** Asynchronous  
**Sept. 22:** Synchronous  
**Sept. 24:** No class  
**Sept. 29:** Asynchronous  
**Oct. 1:** Synchronous

**Oct. 6:** Synchronous  
**Oct. 8:** Synchronous  
**Oct. 13:** Asynchronous  
**Oct. 15:** Asynchronous  
**Oct. 20:** Synchronous  
**Oct. 22:** Synchronous  
**Oct. 27:** Small groups/no formal class  
**Oct. 29:** No class  
**Nov. 3:** Synchronous  
**Nov. 5:** Synchronous  
**Nov. 10:** Synchronous  
**Nov. 12:** Synchronous  
**Nov. 17:** Synchronous

# DETAILED COURSE SCHEDULE

## Week 1: Introductions; Overview: business journalist as watchdog

### Tuesday, Aug. 11: Introductions (synchronous)

We'll go over the syllabus, talk about the course and get to know each other.

**Assignment:** None

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### Thursday, Aug. 13: The role of the business journalist as the watchdog of corporate America (synchronous)

A quick look at how business journalists have served as — and remain — the conscience of corporate America.

**What you should read for class:** 1) Introduction, *Profits and Losses*; 2) [“The Watchdog Role Business Reporters Need to Play”](#)

**Assignment:** For 150 points — Write 800 words in which you examine, analyze or report on a company, industry or market situation. Examples:

- Can American Apparel afford to continue manufacturing in the U.S. while its competitors have decamped to lower-cost production centers?
- How do state mandates to increase production of renewable energy impact the state's economy?
- How does Starbucks handle a sharp rise in global coffee prices?
- Remember travel agents? They used to be everywhere, but have all but disappeared because of the Internet. How do the last remaining ones stay afloat?

This project can include any combination of interviews, company data and industry research. You may write this in a journalistic style (as opposed to a “paper”), but please cite your sources within the body. **Due by 1 p.m. Tuesday, Nov. 10**

## Week 2: The history of business journalism and the muckrakers

### **Tuesday, Aug. 18: The history of business journalism (synchronous)**

We humans have always been storytellers, so news comes naturally to us. But the rise of business journalism can be traced to industrialization and the rise of big business.

**What you should read for class:** Chs. 1-2, *Profits and Losses*

**Assignment:** None

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### **Thursday, Aug. 20: The muckrakers (synchronous)**

A look at the rise of aggressive business coverage, by every business journalist's heroes and heroine — Ida Tarbell, Upton Sinclair or Lincoln Steffens. Muckraker? That's a compliment, by the way.

**What to read:** 1) Ch. 3, "Profits and Losses;" 2) *Muckrakers*

**Assignment:** For 150 points — Write 400 words (in first person) as either Ida Tarbell, Upton Sinclair or Lincoln Steffens. A scientist has brought you back to life and uploaded your brain with everything a business reporter needs to know about Wal-Mart — from profitability and market share to the lack of benefits for workers and the way products are sourced. You decide to go to your local Wal-Mart and take a look at this for yourself. Describe what you see, as informed by the knowledge you have of Wal-Mart. What do you think (as Tarbell, Sinclair or Steffens) as you walk around? This may require a little bit of Internet research on Wal-Mart's business practices. Have as much fun with this as you like. **Due by 1 p.m. Tuesday, Sept. 1**

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## Week 3: The evolution of business reporting

### **Tuesday, Aug. 25: The rise of the business magazine (synchronous)**

The business magazine: Fortune, Forbes and BusinessWeek, and how they spawned a new genre of business reporting. We will also take a look at recent print and online biz magazines.

**What you should read for class:** Ch. 6, “Profits and Losses”

**Assignment:** None

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**Thursday, Aug. 27: The rise of the Wall Street Journal (synchronous)**

According to no less an expert than one Chris Roush, “In the last 75 years, no media outlet has done a more comprehensive, broader or better job at documenting the ins and outs of the business world and the economy.” Why? How? For how much longer?

**What you should read for class:** Ch. 7, “Profits and Losses”

**Assignment:** For 100 points — Write 500 words analyzing three articles about the same news about a company called Fortress Re (I will put these articles in a folder in Resources). Ideas: Why is the Wall Street Journal’s better (or is it)? How did the WSJ’s approach differ from the other two reporters’? How do the different audiences — national, business and local — change the reporters’ approaches to their work? ***Due by 1 p.m. Thursday, Sept. 3.***

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**Week 4: Let the good times roll! (for business journalism)**

**Tuesday, Sept. 1: Business journalism begins to prosper (asynchronous)**

Let’s see if we can figure out how business coverage went from a niche coverage area in the mid-1900s to front-page news in a few short decades.

**What you should read for class:** Ch. 9, “Profits and Losses”

**Assignment:** None

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**Thursday, Sept. 3: The Roaring ‘90s (asynchronous)**

If the Watergate-era was the golden age of print journalism, then the 1990s were likewise for business coverage. Newspapers especially were making it rain, expanding their staffs and covering the kinds of stories “real people” were interested in. Then it allllll went south. But that’s another story for another class ...



**What you should read for class:** Ch. 10, “Profits and Losses”

**Assignment:** For 100 points — Write 750 (total) words about a hypothetical newsroom assignment. Your editor has given you the grocery store beat. Ask five friends what stories they’d like to read about grocery stores. Analyze these ideas for their merit with roughly 150 words for each idea. Identify the type of business stories each idea is (features, investigative, explanatory, consumer, profiles, etc). Who’s the audience? What larger questions do their ideas point to: fears about food safety? Curiosity about where produce comes from? Interest in competition among chains? Or something else? **Due by 1 p.m. Tuesday, Sept. 29.**

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## **Week 5: How business/media view each other**

**Tuesday, Sept. 8: How the media affects society’s view of business (synchronous)**

I’ll give you three contemporary business stories — good ones — for us to discuss during class. What do readers take away from these stories? What view of the business community lingers in their minds once they finish reading?

**What you should read for class:** Will put three articles in Resources closer to the date.

**Assignment:** None

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**Thursday, Sept. 10: What business thinks of the media (synchronous)**

What do readers and Corporate America think about business journalism?

**What you should read for class:** Ch. 15, “Profits and Losses”

**Assignment:** None

## **Week 6: The rise of public relations and its impact on the media**

### **Tuesday, Sept. 15: How PR has changed business journalism (synchronous)**

The rise of public relations and advertising and its influence on business media.

**What you should read for class:** Ch. 7, “Profits and Losses”

**Assignment:** For 100 points — write 400 words comparing how a company handles a major event (PR) to how the media covers it (news). I’ll supply the news event and company press release closer to the time. ***Due by 1 p.m.***

***Tuesday, Sept. 22.***

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### **Thursday, Sept. 17: Guest Zoomer: Marty Kotis (Asynchronous)**

Q&A with Marty Kotis, a Greensboro businessman, entrepreneur and restaurateur, and a member of the UNC Board of Governors. Mr. Kotis is one of the most savvy business owners in the state when it comes to getting coverage for his events/announcements/etc. Listening to him will give you an idea of how the business community views the media — as a means of free advertising. Nothing wrong with that. Mr. Kotis has really great ideas and cool stories. BUT ... listening to him can serve as a reminder that the business community often expects to use the media to its advantage — as though journalism’s only function is to be PR.

**What you should read for class:** N/A

**Assignment:** None

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## **Week 7: Wall Street and the media**

### **Tuesday, Sept. 22: Wall Street and the media (synchronous)**

Is the media too cosy with corporate America? What mistakes has the media made in its coverage of business and industry? Who’s using whom?

**What you should read for class:** Ch. 14, “Profits and Losses”

**Assignment:** For 100 points — Watch one of the following movies: *The Big Short* (2015); *The Wolf of Wall Street* (2013); *Boiler Room* (2000); or *Wall Street* (1987). Write a 300-word paper on how well you think the movie reflects the realities of finance/Wall Street/trading/etc. A ton of reviewers/reporters have written about this; feel free to cite them as sources in your paper if you’d like.  
**Due by 1 p.m. Tuesday, Oct. 27.**

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**Thursday, Sept. 24:** No class

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## **Week 8: Case studies on business journalism**

**Tuesday, Sept. 29: Guest speaker: Dick Barron (asynchronous)**

**Guest Zoomer (recorded session): Richard M. Barron, long-time business reporter, Greensboro News & Record, Greensboro, N.C.**

Business reporters are often called on to cover a variety of topics, whether they’re their specialty or not. At the *Greensboro News & Record*, a reporter might have to cover the Piedmont Triad Airport Authority; microchip manufacturers in the region; Lee and Wrangler blue jeans maker Kontour — and make frequent trips to the U.S. Bankruptcy Court and downtown development meetings as well. Working a beat requires skills and strategies that can be used for any type of coverage or story.

One of the hardest things for a new business reporter is to come up with story ideas. A reporter like Dick Barron, who has been on the beat for several years, knows what’s been covered and what has been newsworthy. But the new beat reporter has no context, particularly if he or she is new to the business desk.

**What you should read for class:** N/A

**Assignment:** None

## **Thursday, Oct. 1: American City Business Journals (synchronous)**

A day in the life of a reporter for American City Business Journals, a chain of daily business publications that is a first job for many UNC J-school grads.

**What you should read for class:** N/A

**Assignment:** For 150 points — Write a 600-word “mini-book review” on a business article of your choosing from any newspaper, magazine or online outlet. The goal here is to get some practice in for the big book review that’s due at the end of the semester. Please read the section earlier in the syllabus detailing expectations for the book review for an idea of how to proceed. Obviously this assignment is shorter, but the elements contained in it will be similar. **Due by 1 p.m. Tuesday, Oct. 27.**

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## **Week 9: How business journalists can use the Internet**

### **Tuesday, Oct. 6: An overview (synchronous)**

The Internet has dramatically changed how business journalists do their jobs. While reporters or editors once made frequent trips to courthouses or federal agencies, they can now get much of the information they need with just a few clicks of the mouse. However, according to the Public Record Research System, only 20% of public records are available on the Internet; the rest is still maintained on paper stored in millions of file cabinets and drawers. And even those available online can be hard to find or, worse, difficult to verify.

Though it can be reasonably assumed that sites operated by state and federal government agencies and public and private companies for the purpose of disseminating information about their operations are reliable places to obtain information, millions of other sites are not as trustworthy. Information on the Web may reflect the opinion or biases of whoever is operating the site, and there is plenty of online data that has not been updated in years. That is why business journalists conducting research online should be wary of what they find.

**What you should read for class:** Ch. 12, “Profits and Losses”

**Assignment:** None

**Thursday, Oct. 8: What's available (synchronous)**

A practical look at what's available on the Internet for reporters..

**What you should read for class:** N/A

**Assignment:** None

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**Week 10: Financial scandals!!!!**

**Tuesday, Oct. 13: How business journalists cover scandals. (asynchronous)**

There are lots of ways — through daily stories, through explainers, through chronological narratives, through the eyes of victims. We review some good ones and talk about what makes them that way.

**What you should read for class:** Packet of stories I'll upload into Sakai.

**Assignment:** For 100 points — Write 300 words on the narrative style the writers employed in the Enron story (narrative means using description and dialogue to tell a story — basically recreating what happened). The narration is based on interviews and court documents. Discuss the reporting, sourcing and ethical challenges a reporter would face in relying on court documents and interviews to reconstruct scenes. **Due by 1 p.m. Thursday, Oct. 22.**

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**Thursday, Oct. 15: The scandals business journalists missed. (asynchronous)**

Because even a watchdog needs a watchdog.

**What you should read for class:** Ch. 14, "Profits and Losses"

**Assignment:** None

## **Week 11: Financial crises**

### **Tuesday, Oct. 20: The Great Recession (synchronous)**

We compare daily coverage of the event that would turn out to be The Great Recession to how the media covered it 10 years later.

**What you should read for class:** Packet of articles in Sakai

**Assignment:** None

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### **Thursday, Oct. 22: COVID-19 (synchronous)**

This gives us a unique opportunity: We get to examine how the media is covering a financial crisis that is ONGOING.

**What you should read for class:** I'll find something for us.

**Assignment:** None

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## **Week 12: Book report/small groups**

### **Tuesday, Oct. 27: No formal class; work together in small groups.**

Get together (virtually) with the people who are writing about the same book as you. Talk about what you've read and what you're thinking about writing. Do it. It'll help you. Leaving this all in your hands.

**What you should read for class:** N/A

**Assignment:** None

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**Thursday, Oct. 29: No class.** Use the time to catch up on work.

## **Week 13: The future of business journalism**

**Tuesday, Nov. 3: Live guest Zoomer: Caleb Stephens, editor-in-chief, Dayton (Ohio) Business Journal. (synchronous)**

Caleb, who was my mentor during my time with American City Business Journals, has been at this a while and will tell us what he sees on the horizon. Hint: think hyper local.

**What you should read for class:** N/A

**Assignment:** None

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**Thursday, Nov. 5: The future of business journalism, con't. (synchronous)**

More on where the journalism community anticipates business coverage going in the future.

**What you should read for class:** TBA

**Assignment:** None

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## **Week 14: What have we learned**

**Tuesday, Nov. 10: An overview of the class (synchronous)**

**What you should read for class:** N/A

**Assignment:** None

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**Thursday, Nov. 12: Review for exam (synchronous)**

In which yours truly prepares you without giving away too much.

**What you should read for class:** Everything you didn't read previously

**Assignment:** None

## **Week 15: Book report discussions!**

**Tuesday, Nov. 17: We'll have a 10-minute discussion about each book (synchronous)**

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## **ASSIGNMENT DUE DATES AT A GLANCE**

**(Note: All assignments due by email by 1 p.m. on due dates)**

**Tuesday, Sept. 1:** For 150 points — Write 400 words (in first person) as either Ida Tarbell, Upton Sinclair or Lincoln Steffens. A scientist has brought you back to life and uploaded your brain with everything a business reporter needs to know about Wal-Mart — from profitability and market share to the lack of benefits for workers and the way products are sourced. You decide to go to your local Wal-Mart and take a look at this for yourself. Describe what you see, as informed by the knowledge you have of Wal-Mart. What do you think (as Tarbell, Sinclair or Steffens) as you walk around? This may require a little bit of Internet research on Wal-Mart's business practices. Have as much fun with this as you like.

**Thursday, Sept. 3:** For 100 points — Write 500 words analyzing three articles about the same news about a company called Fortress Re (I will put these articles in a folder in Resources). Ideas: Why is the Wall Street Journal's better (or is it)? How did the WSJ's approach differ from the other two reporters'? How do the different audiences — national, business and local — change the reporters' approaches to their work?

**Tuesday, Sept. 22:** For 100 points — write 400 words comparing how a company handles a major event (PR) to how the media covers it (news). I'll supply the news event and company press release closer to the time.

**Tuesday, Sept. 29:** For 100 points — Write 750 (total) words about a hypothetical newsroom assignment. Your editor has given you the grocery store beat. Ask five friends what stories they'd like to read about grocery stores. Analyze these ideas for their merit with roughly 150 words for each idea. Talk about the type of business stories they are (features, investigative, explanatory, consumer, profiles, etc, etc). Who is the audience? What larger question do their ideas point to — fears about food safety? Curiosity about where produce comes from? Interest in competition among chains? Or something else?



**Tuesday, Oct. 15:** For 200 points — Write a 600-word “mini-book review” on a business article of your choosing from any newspaper, magazine or online outlet. The goal here is to get some practice in for the big book review that’s due at the end of the semester. Please read the section earlier in the syllabus detailing expectations for the book review for an idea of how to proceed. Obviously this assignment is shorter, but the elements contained in it will be similar.

**Thursday, Oct. 22:** For 100 points — Write 300 words on the narrative style the writers employed in the Enron story (narrative means using description and dialogue to tell a story — basically recreating what happened). The narration is based on interviews and court documents. Discuss the reporting, sourcing and ethical challenges a reporter would face in relying on court documents and interviews to reconstruct scenes.

**Tuesday, Oct. 27:** For 100 points — Watch one of the following movies: *The Big Short* (2015); *The Wolf of Wall Street* (2013); *Boiler Room* (2000); or *Wall Street* (1987). Write a 300-word paper on how well you think the movie reflects the realities of finance/Wall Street/trading/etc. A ton of reviewers/reporters have written about this; feel free to cite them as sources in your paper if you’d like.

**Tuesday, Nov. 10:** For 150 points — Write 800 words in which you examine, analyze or report on a company, industry or market situation. Examples:

- Can American Apparel afford to continue manufacturing in the U.S. while its competitors have decamped to lower-cost production centers?
- How do state mandates to increase production of renewable energy impact the state’s economy?
- How does Starbucks handle a sharp rise in global coffee prices?
- Remember travel agents? They used to be everywhere, but have all but disappeared because of the Internet. How do the last remaining ones stay afloat?
- This project can include any combination of interviews, company data and industry research. You may write this in a journalistic style (as opposed to a “paper”), but please cite your sources within the body.

**Tuesday, Nov. 17:** For 500 points — Book report (see description on Pages 4-5 of this syllabus).

**Professional values and competencies:** The Hussman School's accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them here: <http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML>

[#vals&comps](#). No single course could possibly give you all of these values and competencies; but collectively our classes are designed to build your abilities in each of these areas. The values and competencies in bold are most relevant for this course:

- 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
- 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
- Understand and apply the principles and laws of freedom of speech and press, 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
- Understand concepts and apply theories in the use and presentation of images and information
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work
- Critically evaluate your own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
- Apply basic numerical and statistical concepts

**Honor code:** All students will conduct themselves within the guidelines of the university's honor system (<https://studentconduct.unc.edu>). You are expected to produce your own work in this class. If you have any questions about your responsibility under the Honor Code, please see me or Senior Associate Dean Charlie Tuggle.

**Diversity and inclusion:** UNC-Chapel Hill's policy on prohibiting harassment and discrimination is available at <https://eoc.unc.edu/our-policies/ppdhrm>. The university is committed to providing a welcoming environment for all members of our community. The university does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran status, sexual orientation, gender identity or gender expression.

- **Harassment:** UNC does not tolerate harassment based on gender, race, religion, sexual orientation, culture, disability, or for any other reason. It is also a violation of the Honor Code and Title VII of the Civil Rights Act (1964) and Title IX of the Educational Amendments. If you need assistance with a harassment issue or problem, please bring it to my attention or to The Office of the Dean of Students, at [dos@unc.edu](mailto:dos@unc.edu) or 919/966-4042.
- **Special Accommodations:** If you require special accommodations to attend or participate in this course, please let me know as soon as possible. If you need information about disabilities visit the Accessibility Resources & Service Office website at <https://accessibility.unc.edu/>, call 919/962-8300, or use NC Relay 711.

**Accessibility:** If you have a disability or other situation that might make it difficult to meet the requirements described of the course, please discuss it with me as soon as possible. If you have not done so already, you should also contact the Accessibility Resources & Service at [ars@unc.edu](mailto:ars@unc.edu).