

MEJO 253.1
“Introduction to Public Affairs Reporting”
Fall 2023 Syllabus

Prof. Paul Cuadros

M, W: 9:30-10:45 am

CA 142

Office Hours: M,W: 12:30 pm

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Public Affairs reporting is at the heart of all great reporting and is the first step in becoming a reporter and writer of merit. It is central to maintaining a free and democratic society as it seeks to hold local government and other powerful people and entities accountable. A public affairs reporter is seeking to ensure that the democratic institutions and its members are performing their responsibilities well and with fairness.

Public affairs reporting can include almost anything that deals with appropriation, distribution, handling or expenditure of public funds. It includes reports on public and quasi-public agencies, organizations and institutions. It also includes reports on the community organizations affected by public institutions. And it includes reports on the private sector that deal with the public in any form. Finally, it can cover the community and what is occurring within a group of people and their most important issues.

Under the umbrella of public affairs reporting are city, county, and state governments; local authority districts (e.g. OWASA, Triangle Transit Authority, Airport Authority, etc.); politics; elections; the courts; schools; health care institutions; urban affairs; the environment; and social areas such as minority and women’s affairs, consumer affairs, public affairs, and more. Reporting also includes any private entities that are regulated by local government or impact the general public.

In addition to reporting, news writing is expected to be clear and concise and within the rules and guidelines of the style for the class. Precision news writing is a must.

Prerequisite: MEJO 153 completed.

All 253 students must have a laptop or computer.

Course Description: Exercise in news gathering and interviewing and in writing news stories for written word online media and print news organizations.

Required Textbooks:

The Associated Press Stylebook

Hussman School Stylebook, Tenth Edition

Required Readings:

The Raleigh News & Observer

The New York Times

Other local media reports including Chapelboro, The Assembly, WUNC.org

Students need to read the above news organization websites for daily news stories for content and discussion in class.

Internet Materials: Some material may be sent to students via email.

Notes: Students are expected to take notes during all lectures and special guest speakers. NO MATERIAL from power points or lectures or discussion will be posted anywhere. Reporters take notes constantly and this is a skill all reporters should develop. There is no Sakai in the real world and so it is not used here.

Course Structure:

The course is broken up into two components. The first is a lecture-style class with discussion of current events, how local government agencies function, breaking news topics, and news techniques. In-lab lectures will focus primarily on reporting and interviewing techniques and skills and on institutional structures of government, private organizations, businesses, community organizations and reporting topics. They will also include discussions based on required readings; periodic handouts; student papers; and occasional guest speakers. Lectures and discussion will be Monday at our appointed time. In addition, an editorial meeting will also be held with everyone in class discussing their stories and reporting. Be prepared to discuss the stories you are working on this week.

The second component is a newsroom laboratory class. The lab will focus on completing reporting assignments on deadline, editing and discussion of beat reporting, student work and any issues that come up on beats. In addition, the lab will serve as the news editorial component of the class where the instructor will work with the student one-on-one. The instructor serves as the in-class editor of student stories working with the student in a close relationship to develop the best story possible. The Lab will be on Wednesday during class. All stories are due that Wednesday before 12:00 pm, noon EST.

Class Requirements:

Students are required to complete:

1. A 3-4 page beat report that outlines and evaluates the beat covered by the student.
2. Three Query letters describing stories pitched to an editor for upcoming story.
3. 10 hard-news stories.
4. Enterprise Query letter
5. In-depth enterprise story.

Learning Objectives:

Upon successful completion of the class, students will have developed the following skills:

1. Students will learn how to manage a news beat and write about a particular topic with authority.
2. Students will learn how to meet a weekly deadline and work on multiple stories at a time to meet the deadline.
3. Students will learn how to interview sources, ask tough questions and develop a cadre of sources on their beat.
4. Students will learn how to read, find and request documents to strengthen their stories.
5. Students will learn how to develop their own story ideas on the beat week to week.
6. Students will learn how to follow a particular story on their beat over several weeks.
7. Students will learn how to write query letters, pitch their own stories for publication and convince editors to invest in their work and expertise.
8. Students will learn how various government bodies function with the public.
9. Students will learn to think creatively and critically.
10. Students will learn how to apply basic numerical and statistical concepts.

Requirements Close Up:

Students are required to cover a beat that will generate their written assignments. They will write a Beat Report based on their beat assignment, plus 10 news stories and a final enterprise reporting assignment. In addition, students will produce a query letter for three stories the week prior to submission of the story and one final letter for the Enterprise Story.

All stories will make use of a combination of sources, including public documents, interviews, library and Internet research, back-grounding and objective reportorial observation.

All stories must use at least **THREE HUMAN SOURCES**, which must be listed at the end of each story including **FULL NAME, TITLE and CONTACT INFORMATION**. Failure to list sources will drop your grade by **ONE LETTER or 10 POINTS**. You may use additional sources, such as documents and public records but they do not substitute for the **THREE HUMAN SOURCES** needed for each story.

Speakers and/or participants at events may **NOT** be used as individual sources unless the source is interviewed separately before or after an event. Students should designate that the quote came from an interview in their attribution of the source.

Students should strive to add different sources in follow-up stories or subsequent stories on their beats. Repeated sources should only be used when relevant or necessary. Be sure to read the school's policy on sources, off-the-record and attribution in your UNC Stylebook.

For direction on how to search for information and sources, students should access the Park Library's resources to do clip searches and other online search engines.

Beat Assignments: Ten assignments will be written from a beat category or beat selected by each student and the instructor at the beginning of the semester. No more than two students can be assigned to one beat. The categories or beats from which the students will choose include:

<u>Government Affairs</u>	<u>Public Affairs</u>	<u>Education & Schools</u>
Chapel Hill Town Govt. Carrboro Town Govt. OWASA Public Safety	Business reporting Labor reporting Social Services Housing Access to Health Care Parks & Recreation Aviation Chatham County	Chapel Hill-Carrboro City Schools Orange County Schools Non-Traditional Schools Home Schooling Charter Schools Private Schools Other Schools Chatham County Schools Durham Public Schools
Chapel Hill Police Carrboro Police Chapel Hill Fire Carrboro Fire Other Town Governments Orange County Government Chatham County Government		

<u>Public Health</u>	<u>Arts & Culture</u>	<u>Science & Environment</u>
Orange County Public Health UNC Hospitals Public Health Care Policy Medical Reporting Mental Health Chatham County Public Health COVID-19 Coronavirus Pandemic Community Health Impact on Schools Impact on Economy Impact on Politics	Arts & Business & Govt.	Science Business Environmental impact Energy Business Clean Water Climate Change

<u>Legal Affairs</u>	<u>Mass Transit</u>
District and Superior Court Community Issues	Chapel Hill Transit Authority

<u>Public Interest/Diverse Communities:</u>	
	Latinx Community Immigration Asian American Community African American Community American Indian Community LGBTQ Community Muslim Community

During the first class, students will express their beat preferences. Some of the beats are traditional and have built in access to stories and story development. Others, like covering diverse communities are more open ended and rely on the reporter developing those stories. They are harder to produce.

Deliverables and Requirements:

Beat Report: The Beat Report is a detailed 4-page memo from the student-reporter to the instructor-editor. It outlines a specific beat, its chief officials and newsmakers, elected or appointed bodies. It speculates on the likely news stories that will break during the semester. Students will write the report as if they were writing to a reporter coming onto the beat. It is NOT A LIST of sources found on the Internet. You must speak to sources and write what you learn about the beat. Provide BACKGROUND on the sources. To complete the assignment, students may rely on handouts, calendars, interviews, Internet sources, directories, etc. You must jump into your beat immediately.

BEAT STORIES (70 PERCENT OF YOUR ENTIRE GRADE)

Story Assignments: Each story will be 500-700 words in length—no more—with no fewer than THREE SEPARATE HUMAN SOURCES.

A story is due on each of the days specified on the Weekly Schedule or as set by the instructor. Students can bank stories. That is, they can write two stories in one week if they want to get ahead on assignments. Banked stories must be fairly fresh and not out of date. Check with instructor on these.

Mechanical Requirements: Reporting assignments must be 500-700 words long, NO LONGER. They must be typed, doubled-spaced, copyedited with traditional copy marks and symbols, and submitted on or before the daily deadline dates.

All stories must be turned in during the lab unless other arrangements are made.

Stories are considered late when not submitted during the lab and will be reduced by 10 points. You MUST come to class and submit your story. Emailing stories on the day of the lab and not appearing is insufficient and unacceptable and your story will be considered LATE.

Stories will suffer another 10-point penalty if not turned in at the BEGINNING of the following lecture session.

Stories submitted after that deadline will be docked 50 points. Enterprise stories submitted late will be docked 20 points and 75 points respectively.

Instructors receive stories sequentially. You cannot skip a due date because your story is late. Thus, if you fail to submit the fifth story but submit a story on the due date for number six, then that submission is considered story five and it is penalized accordingly and story six is now late.)

ENTERPRISE STORY (20 PERCENT OF TOTAL GRADE)

ENTERPRISE STORY. Students are required to write a 1,000-1,200-word, comprehensive in-depth story. The assignment requires the use of at least SIX HUMAN SOURCES, each of which will be identified by name, title and contact information at the end of the story. Students should look to their beat for their enterprise story and begin to develop their final project during the semester. Students will be allowed to go off beat with approval by the instructor if they can convince their instructor of the value of the new enterprise story. Stories are NOT TO EXCEED 1,200-word requirement. No stories will be accepted that go beyond the word limit.

QUERY LETTERS, CLASS PARTICIPATION, ATTENDANCE: (10 PERCENT OF ENTIRE GRADE)

Students must complete three query letters to be submitted to a publication plus one letter for the Enterprise Story. Each letter is graded to 100 points, failure to produce a letter results in a 10-point drop for this requirement and so forth from there. No late letters permitted.

Students must attend a final test day as we go over course material and learning outcomes. You will be quizzed on your reporting knowledge.

REPORTING DURING THE COVID-19 PANDEMIC:

There is no doubt that reporting and storytelling have changed during the global pandemic. Severely restricted are the days when reporters and storytellers could simply meet with sources face-to-face. Today we must rely on electronic methods for collecting information, quotes, facts in order to write stories. We will use the telephone, email, online face-to-face connections, and other methods to do our reporting. In addition, this class **CANNOT** compel you to do in-person interviews and **DOES NOT** require it. All your interviews and reporting in this class can be done using the phone and other devices.

Tools:

Telephone. Call sources up and do interviews over the phone.

Email questions but then follow up with phone interviews.

Set up face-to-face connections via apps and services like ZOOM and FaceTime.

In many ways, reporters have regressed to the days when using the telephone and doing audio interviews were the method for reporting and doing stories. Working the phones is an excellent way to hone your interview and reporting skills.

Honor Code:

I expect that each student will conduct himself or herself within the guidelines of the University honor system (<http://honor.unc.edu>). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. If you have any questions about your responsibility or your instructor's responsibility as a faculty member under the Honor Code, please see the course instructor or Associate Dean Julie Dixon-Green, or you may speak with a

representative of the Student Attorney Office or the Office of the Dean of Students.

Seeking Help:

If you need individual assistance, it's your responsibility to meet with the instructor. If you are serious about wanting to improve your performance in the course, the time to seek help is as soon as you are aware of the problem – whether the problem is difficulty with course material, a disability, or an illness.

Diversity:

The University's policy on Prohibiting Harassment and Discrimination is outlined in the 2011-2012 Undergraduate Bulletin <http://www.unc.edu/ugradbulletin/>. UNC is committed to providing an inclusive and welcoming environment for all members of our community and 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's status, sexual orientation, gender identity, or gender expression.

Special Accommodations:

If you require special accommodations to attend or participate in this course, please let the instructor know as soon as possible. If you need information about disabilities visit the Accessibility Services website at <https://accessibility.unc.edu/>

Accreditation:

The School of Journalism and Mass Communication'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. In this class, we will address a number of the values and competencies in the link above and bullet points below with a special emphasis on the last seven bullet points.

- 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;
- 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.

V. GRADING

Published Articles: Students are encouraged to write stories that have the possibility of being published in a local newspaper, but stories will not receive extra credit for being published.

Students are graded on their reporting and writing skills. Writing with careless punctuation and grammar errors could receive a mediocre or failing grade. Students also will be rewarded for difficult-to-get or highly important sources and thorough reporting.

The grades will indicate where you need to pay attention in researching and writing your stories.

Stories are due during the lab period. Students have until the following lecture session to turn in a late, missed assignment. It will, however, be docked as noted above in the deadline section of this syllabus.

If you are to be late with an assignment, you need to notify the instructor in advance and explain why. Events do happen that could interfere with completing a story, such as illness or a death in the family. Be aware, however, that being untruthful to the instructor as to the reason for your missing deadline is an HONOR CODE offense and could lead to your dismissal from the university.

Grading for this class is as follows:

A = 93 or above	B+ = 88-89	C+ = 78-79	D+ = 68-69
A- = 90-92	B = 83-87	C = 73-77	D = 63-67
	B- = 80-82	C- = 70-72	

Honor Code: The University's Honor Code is in effect in JOMC 253 as in all other courses. Student may be allowed to work together on some stories. The instructor will explain and clarify under which particular, limited circumstances such cooperation will be appropriate and acceptable in the course. On all other assignments, you are expected to do your own work and abide by the Honor Code of the University. The Code of Student Conduct can be found at <http://instrument.unc.edu/basicframe.html>.

Plagiarism is an increasing problem on this and other college campuses. You are to cite your sources appropriately and according to the assignment. The Code of Student Conduct states that expulsion or suspension can result from "(a)cademic cheating, including (but not limited to) unauthorized copying, collaboration or use of notes or books on examinations, and plagiarism (defined as the intentional representation of another person's words, thoughts, or ideas as one's own). If you have questions, ask your instructor.

Students are reminded that their failure to do all of their own interviews, research, note-taking, documentation, writing and reporting is a violation of the University Honor Code and could result in disciplinary action by the School of Journalism and Mass Communication.

For more information on plagiarism, go to The Writing Center's Plagiarism site at: <http://sja.ucdavis.edu/avoid.html>.

Keep in mind that the instructors in this class are veteran news reporters who spent their careers finding cheats and liars in the political world. Don't try your luck.

The grading scale in this section will be the same as the one used in "Newswriting." Below is a grading guide to three main areas your instructor will consider in deducting or adding points to your stories. NOTE: Many of these plus and minus points may be applied to the same story for recurring errors or for continual superior performance.

In evaluating writing, the instructor considers the quality of the lead, use of language, conciseness, completeness, readability, organization of material and transition, among other factors.

+5 for an exceptionally effective lead and supporting material

+5 to +10 for exceptionally effective organization and treatment of material

+2 for effective transition or introduction of material

+2 to +10 for excellence in quality of information gathered and used

-2 for ineffective or missing transition or induction of material.

-2 to -10 for ineffective organization or treatment of material, including but not limited to, wordiness; use of jargon or clichés; inclusion of unnecessary, non-newsworthy or obvious information; repetition, redundancy, inappropriate choice or use of quoted material; incorrect word choice.

-5 to -10 for an ineffective lead that needs work or for lack of supporting material for a lead

-15 to -20 for missing the lead entirely or burying it

Some otherwise good writers fail to communicate clearly because they are weak in grammar, punctuation or spelling. That is unacceptable in any communication profession, and that is why such fundamental language skills are emphasized. Points are deducted for style, spelling, grammar and punctuation errors according to this scale:

-1 for a form error, such as failure to mark a paragraph for indenting or failing to show an end mark at the end of a story.

-2 for each error or inconsistency in Associate Press or UNC-CH style

-2 to -5 for excessively long or complicated sentences or paragraphs

- 5 for each spelling error, and a typographical is considered a spelling error
- 5 for each punctuation error, such as incorrect use of a comma, semicolon or dash
- 5 for each grammatical error, such as improper subject-verb agreement, misplaced modifier or noun-pronoun disagreement
- 10 for a minor factual error, such as an inaccurate street address or the time element if the effect on the story is relatively insignificant
- 50 for a misspelled name of a person, business, agency or institution on first reference, a misquote or other major factual error. Writing School of Journalism and Mass Communications would be -50 because there is no “s” on the end of Communication.
- 25 for misspelling a place such as Lake Taho for Lake Tahoe
- 10 for misspelling a person’s name on second or later references (e.g. Brown on first reference, Brwon on second reference)

REPORTING

Students are expected to use a variety of appropriate sources and to be complete.

- + or – 5 to 10 for source selection—quality and number of sources used; appropriateness of individual sources for the topic, including the level of expertise or authority involved
- + or – 5 to 20 for thoroughness of story; development of significant angles; inclusion of needed detail; points will be deducted for loose ends, holes, or unanswered questions
- + or – 5 to 15 for story backgrounding—research necessary to make the story complete or to provide needed explanations; preparation for interviews or meetings; understanding by the reporter of the general topic.
- + or – 20 for legal errors, such as libel, violation of legal right of privacy, or copyright violation
- 10 points for failure to list sources at the end of your story
- + or -20 for story topic as appropriate to the beat and development of the story topic

MEJO 253.1 Introduction to Public Affairs Reporting Schedule Fall 2023

MON: AUG 21: LECTURE: AUDIENCES/BEATS ONE ON ONE/THE PURPOSE OF BEAT REPORTING—SELECTING YOUR BEAT

WED-AUG 23: LECTURE: NEWS ELEMENTS & VALUES REVIEW/GETTING STARTED—THE CLIP SEARCH

MON-AUG 28: LECTURE: NEWS LEADS & NEWS FEATURE LEADS—TURN IN BEAT REPORT

WED: AUG 30: LECTURE: STORY STRUCTURE & SOURCES

MON: SEPT 4: NO CLASS—LABOR DAY HOLIDAY

WED: SEPT 6: LAB: STORY 1 DUE

MON: SEPT 11: LECTURE: INTERVIEWS

WED: SEPT 13: LAB: STORY 2 DUE

MON: SEPT 18: LECTURE: ETHICS & LAW

WED: SEPT 20: LAB: STORY 3 DUE

MON: SEPT 25: NO CLASS—WELL BEING DAY

WED: SEPT 27: LAB: STORY 4 DUE

MON: OCT 2: LECTURE: LOCAL GOVERNMENT STRUCTURE

WED: OCT 4: LAB: STORY 5 DUE

MON: OCT 9: LECTURE: COVERING BUDGETS

WED: OCT 11: LAB: STORY 6 DUE

MON: OCT 16: LECTURE: HOW TO WRITE A QUERY LETTER

WED: OCT 18: STORY 7 DUE.

MON: OCT 23: LECTURE: COVERING THE JUSTICE SYSTEM/QUERY LETTER 1 DUE FOR STORY 8

WED: OCT 25: LAB: STORY 8 DUE.

MON: OCT 30: LECTURE: COVERING EDUCATION/QUERY LETTER 2 DUE FOR STORY 9.

MEJO 253.1 Introduction to Public Affairs Reporting Schedule Fall 2023

WED: NOV 1: LAB: STORY 9 DUE

MON: NOV 6: ENTERPRISE STORY/QUERY LETTER 3 DUE FOR STORY 10

WED: NOV 8: STORY 10 DUE

MON: NOV 13: ONE ON ONE EDITORIAL MEETING

WED: NOV 15: LECTURE: INVESTIGATIVE REPORTING/ ENTERPRISE QUERY
DUE

MON: NOV 20: SOCIAL JUSTICE REPORTING/

WED: NOV 22: NO CLASS—THANKSGIVING BREAK

MON: NOV 27: ONE ON ONE EDITORIAL MEETINGS

WED: NOV 29: OPENING NEWS FEATURE LEADS

MON: DEC 4: OPEN LECTURE AND DISCUSSION

WED: DEC 6: LDOC—TURN IN ENTERPRISE STORY

TUE: DEC 12: 4 PM: EXAM DAY AND TIME

ATTENDANCE:
University Policy:

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

Class Policy:

Instructors may work with students to meet attendance needs that do not fall within University approved absences. For situations when an absence is not University approved (e.g., a job interview or club activity), instructors determine their own approach to missed classes and make-up assessments and assignments. Please provide your approach on the course syllabus.

Please communicate with me early about potential absences. Please be aware that you are bound by the [Honor Code](#) when making a request for a University approved absence.

(source: <http://catalog.unc.edu/policies-procedures/attendance-grading-examination/>)

HONOR CODE:

I expect that each student will conduct himself or herself within the guidelines of the University honor system (<http://honor.unc.edu>). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. If you have any questions about your responsibility or your instructor's responsibility as a faculty member under the Honor Code, please see the course instructor or Associate Dean Julie Dixon-Green, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

Syllabus Changes

The professor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

ARS

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with

applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu.

(source: <https://ars.unc.edu/faculty-staff/syllabus-statement>)

Counseling and Psychological Services

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

TITLE IX

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (Elizabeth Hall, interim – titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

POLICY ON NON-DISCRIMINATION

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at safe.unc.edu) or the [Equal Opportunity and Compliance Office](#), or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.

DIVERSITY STATEMENT

I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve; I appreciate any suggestions. More broadly, our school has adopted diversity and inclusion [mission and vision statements](#) with accompanying goals. These complement the University policy on [prohibiting harassment and discrimination](#). In summary, UNC is committed to providing an inclusive and welcoming environment for all members of our community and 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's status, sexual orientation, gender identity, or gender expression. The Dean of Students (Suite 1106, Student Academic Services Building, CB# 5100, 450 Ridge Road, Chapel Hill, NC 27599-5100 or [919] 966-4042) has been designated to handle inquiries regarding the University's nondiscrimination policies.

MASK USE

All enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community -- your classmates and me -- as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see <https://carolinatogether.unc.edu/university-guidelines-for-facemasks/>.