

Environmental and Science Journalism

University of North Carolina at Chapel Hill
Hussman School of Journalism and Media

MEJO 560, Spring 2024

MW 2:00 p.m. - 3:15 p.m., Carroll Hall, Room 128 (Hall of Fame room)

Tom Linden, M.D., 328 Carroll Hall
linden@unc.edu Office Hours: By appointment

Course Description & Goals

This is a seminar-style course in which you'll be expected to actively participate in discussions about class reading assignments. Through the diverse reading, you'll gain an appreciation of the breadth and depth of environmental and science journalism. Beyond reading assignments that form the scaffolding of the course, you'll also learn the basics of reporting on environmental and science news for a variety of media, principally print or text, but also to a lesser degree audio and video. As a participant in this course, you'll learn the following:

- How to find news value in scientific research reports.
- How to integrate scientific statistics from source materials into news reports.
- How to research, report and write environmental and science news stories for popular media.

Special Health Policy

Covid, influenza and RSV infections are circulating widely during this winter. Please do NOT attend class in person if you feel sick for any reason. If you're not able to attend class because of health concerns, please let me know in advance of the class session.

Reading

Readings for the course include a classic book on writing well, a primer about science writing from masters in the field, a text on writing medical and health stories, and a book

about the biggest nuclear plant disaster in history. Please complete all reading assignments **before** the appropriate classroom discussions. In addition to the list below, I'll supply additional source materials and articles from various publications. Most of the following books are available at the UNC Student Stores and copies of some of the books will be on reserve in the Park Library (second floor) in the Hussman School of Journalism & Media. Students should also consult the [AP Stylebook](#) for proper style and usage for all written assignments.

1) Blum, Deborah, Mary Knudson & Robin Marantz Henig, editors. [A Field Guide for Science Writers \(Second Edition\)](#), Oxford University Press (paperback), © 2005, ISBN: [0-19-5174992](#), \$19.95. (Electronic copy in Sakai->Course Reserves)

2) Higginbotham, Adam. [Midnight in Chernobyl: The Untold Story of the World's Greatest Nuclear Disaster](#), Simon & Schuster (paperback), 562 pp., © 2019, ISBN: B07GNV7PNH, \$12.69.

3) Linden, Tom. [The New York Times Reader: Health & Medicine](#), CQ Press, © 2011, 287 pp., ISBN:978-1604264821, used copies on Amazon from \$4.75. (Electronic copies of individual chapters in Sakai->Resources)

4) Powers, Richard. [The Overstory](#), Simon & Schuster, (paperback) © 2022, 625 pp., ISBN: 978-1784708245, \$8.99.

4) Zinsser, William. [On Writing Well: The Classic Guide to Writing Nonfiction \(30th Anniversary Edition\)](#), Collins, © 2006, 336 pp., ISBN: 978-0060891541, \$17.00.

Assigned reading will also include several stories from both the Washington Post and the New York Times. See the left-hand column of the following site to gain free access to both publications.

<https://guides.lib.unc.edu/news-Stories/current-New>

Here's another site for access to NYT materials.

<https://guides.lib.unc.edu/nyt-academic-pass>

Also, for two class sessions we'll discuss articles from the Tuesday Science Times section of the New York Times. To view stories under discussion in class, go to www.nytimes.com and look in the upper left-hand corner for the day's date. Click on "Today's Paper" and then select the date for the NYT that you want... in this case Tuesday, Sept. 21. There you can view the stories in that day's Science Times **print** section.

Participation

Working science journalists typically discuss relevant issues with colleagues and others before preparing their reports. This class will be no different. I'll expect you to share your thoughts in class and on Sakai with your peers and with me. Classroom discussion will help clarify your ideas and sharpen your focus. You'll also be posting drafts of your written assignments on Sakai->Forums. On that site classmates will critique your work before you submit it for grading.

Grading Rubric

As critical thinking and discussion with peers are integral to the work of journalists, classroom participation will count for 20 percent of your final grade. Your classroom participation grade will be based on the quality (not necessarily the quantity) of your discussion and the following criteria:

- 1) Whether it's clear that you've read and thought about the readings.
- 2) Your ability to integrate ideas gleaned from the readings into the larger context of environmental and science reporting.

3) Each unexcused absence from the class will result in a 5-point deduction from your final participation grade.

To sharpen your writing skills, you'll produce three original stories. The first two writing assignments will each count for 25 percent of your final grade. Your third assignment will count for 30 percent of your final grade. Your grade for each story will be determined as follows (with 100 points possible for each assignment):

1) A maximum of 40 possible points for **reporting**. Key considerations in grading include the following:

a) Did you interview a variety of sources, each of whom was knowledgeable about the focus of your story and/or able to present a unique scientific or human interest perspective?

b) Did you consult primary sources (like journal articles or government publications, for example)?

c) Have you attributed information (other than common knowledge) to named and reliable sources?

d) At the end of your assignment, have you listed all personal sources consulted, including the source's name, phone number and/or email address?

2) A maximum of 40 possible points for **writing** quality. Consideration will be given to the following:

a) Did you write clearly?

b) Was your writing tight?

c) Did you follow writing guidelines enumerated by William Zinsser in his book, "On Writing Well"? If not, can you justify why not?

d) Does your story flow well?

e) Did you stick to your six-word message (as discussed in class)?

f) Did you follow style rules enumerated in the AP Stylebook?

3) A maximum of 20 possible points will be given for the following:

- a) Is this story publishable with only minor edits?
- b) Will your story require a major rewrite to be publishable?

Grading Scale (for undergraduates)

94 -100 A

91 - 93 A-

88 - 90 B+

84 - 87 B

81 - 83 B-

78 - 80 C+

74 - 77 C

71 - 73 C-

68 - 70 D+

64 - 67 D

63 and below F

Grading Scale (for graduate students)

93 - 100 High Pass

74 - 92 Pass

63 - 73 Low Pass

63 and below F

After three unapproved class absences, each additional absence will result in a drop of one letter grade in the course. MEJO 560 is an upper division/graduate-level seminar, and your presence and contribution are essential. For information about what constitutes an approved absence, please refer to the [University Approved Absence Office](#) page.

Assignments

To succeed in environmental and science journalism, you must write well. Good writing requires an understanding of the material and the ability to communicate ideas simply and clearly.

Drafts of all assignments must be posted on the Sakai->Forums site by deadlines listed in the syllabus. Submission of late assignments will result in a 10-point deduction per day. Misspelling of proper names will result in a 10-point deduction per misspelling. Misspelling of other words will result in a two-point deduction for each word misspelled. We'll follow the print style guidelines of the [AP Stylebook](#). Each AP Stylebook error will result in a two-point deduction. If you intend to pursue journalism as a career, I strongly encourage you to purchase a copy of the AP Stylebook. As per the usual practice in the School of Journalism & Media, a major factual error will result in a failing grade for that particular assignment. Fabricating sources or quotations or engaging in plagiarism will constitute grounds for referral for an Honor Code violation. For more information about the UNC Honor Code, go to <http://instrument.unc.edu>.

Additional Assignments for Graduate Students

Graduate students will have additional assignments beyond those required for undergraduate students in the class.

Equipment Checkout

For the final assignment students will have the option of reporting in a medium (audio, video or information graphics) other than text. If you intend to check out equipment from the School's Park Library, please send me your name and PID so I can let the Park Library to know that you'll be seeking equipment to check out.

<https://equipmentroom.mj.unc.edu/>

To access the equipment room site from off-campus, you'll need to have the UNC VPN app installed on your computer. Follow the link below for a collection of instructional manuals for gear to be checked out from the Park Library:

<https://guides.lib.unc.edu/equipment-room/instruction-manuals>

No grades will be released at the end of the semester unless equipment is returned to the Park Library before your final exam.

How To Succeed in This Course

- Attend classes consistently.
- Complete readings before the appropriate classroom discussions.
- Participate actively in class discussions.
- Ask Dr. Linden questions either during class or during office hours if you're unclear about any aspect of the course.
- Turn in stories on time.
- Check the online syllabus frequently throughout the semester (preferably before each class) as assignments and topics may change without prior e-mail notice.
- **Special Notice:** This syllabus may change at any time. As major events develop in environmental and science arenas, assignments, assignment due dates and readings may change. Check the syllabus after each class to prepare for readings and/or assignments for the next class.
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WEEK 1:

JAN. 10: INTRODUCTION TO ENVIRONMENTAL AND SCIENCE JOURNALISM

* Turn in Student Data Sheet that was emailed to you.

* Review syllabus.

* Discuss reading assignment below.

Reading for this class session

Linden, Thomas, "[Learning To Be a Medical Journalist](#)," Nieman Reports, Vol. 57, No. 2, Summer 2003, pp. 66-67 (in Sakai->Resources).

WEEK 2:

JAN. 15: Martin Luther King, Jr. Day (no class)

JAN. 17: A GUIDE TO WRITING NONFICTION

Reading for this class session

Zinsser, William, On Writing Well, Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9 10, 11, 12.

WEEK 3:

JAN. 22: ETHICS OF ENVIRONMENTAL, SCIENCE AND MEDICAL JOURNALISM --

Reading for this class session

Association of Health Care Journalists, "[Aiding Those in Distress.](#)"

Browse bioRxiv, <https://www.biorxiv.org/>

Code of Ethics for Science Writers, www.nasw.org/code-ethics-science-writers.

Reporters Committee for Freedom of the Press, "[A Reporter's Guide to Medical Privacy Law](#)," Winter 2007 (pdf download).

[SPJ Code of Ethics](#).

[Statement of Principles of the Association of Health Care Journalists](#).

"[Understanding HIPAA: A Brief Overview](#)," Association of Health Care Journalists.

Zietman, Anthony L., "[Falsification, Fabrication, and Plagiarism: The Unholy Trinity of Scientific Writing](#)," International Journal of Radiation Oncology, Vol. 87, No. 2, 1 October 2013, pp. 225-227.

Assignment

Assignment #1: Please upload the **draft** of Assignment #1 to Sakai->Forums->Assignment #1 (DRAFT) by **Tuesday, Feb. 6, at 6 p.m.**

JAN. 24: HOW TO WRITE A SCIENCE NEWS STORY --

Reading for this class session

Climate Central, "[Climate Resources for 2023](#)," Jan. 18, 2023.

Linden, Tom. The New York Times Reader: Health & Medicine: Introduction and Chapter 1, 2, 3, pp. 1-50.

Wolfe, Jonathan. "[The 'Kraken' Subvariant: What to know about XBB.1.5](#)," New York Times, Jan. 11, 2023.

WEEK 4:

JAN. 29: HOW TO WRITE A SCIENCE NEWS STORY (cont.) --

Reading for this class session

Browse [EurekAlert!](#) and [PubMed](#).

Linden, Tom. The New York Times Reader: Health & Medicine, Chapter 8, pp. 156-182.

Assignment

Work on draft of Assignment #1 due in Sakai->Forums->Assignment #1 (DRAFT) by 6 p.m., Tuesday, Feb. 6.

JAN. 31: INTERPRETATION OF SCIENCE STATISTICS --

Reading for this class session

Cohn & Cope. News & Numbers: A Writer's Guide to Statistics, Part I, Learning the Basics, pp. 1-68 (available in Sakai->Course Reserves, click on "View Item" in left-hand column).

Grandin, Temple. "[Society Is Failing Visual Thinkers, and That Hurts Us All](#)," Guest Essay, New York Times, Jan. 9, 2023.

Russell, Cristine. "Risk Reporting," in Blum et al., editors, *A Field Guide for Science Writers*, Chapter 36, pp. 251-256.

Assignment

Draft of Assignment #1 due in Sakai->Forums->Assignment #1 (DRAFT) by 6 p.m., Tuesday, Feb. 6.

WEEK 5:

FEB. 5: MIDNIGHT IN CHERNOBYL --

Reading for this class session

Higginbotham, Adam. "Midnight in Chernobyl," Part 1, Chapters 1 through 6.

Assignment

Draft of Assignment #1 due in Sakai->Forums->Assignment #1 (DRAFT) by 6 p.m., Tuesday, Feb. 6.

FEB. 7: MIDNIGHT IN CHERNOBYL --

Reading for this class session

Higginbotham, Adam. "Midnight in Chernobyl," Part 1, Chapters 7 through 9, and Part 2, Chapter 10 through 12.

Assignment

Critique by Monday, February 12, draft assignments of the other two or three students in your Forums group.

WEEK 6:

FEB. 12: Well-being Day (no class)

Assignment

Final version of Assignment #1 due in Sakai->Assignments by 6 p.m., Friday, Feb. 16, in Sakai->Assignments.

FEB. 14: MIDNIGHT IN CHERNOBYL --

Reading for this class session

Higginbotham, Adam. "Midnight in Chernobyl," Part 2, Chapters 13 through 17.

Assignment

Final version of Assignment #1 due in Sakai->Assignments by 6 p.m., Friday, Feb. 16, in Sakai->Assignments.

WEEK 7:

FEB. 19: EXPLANATORY STORIES --

Reading for this class session

Kaplan, Sarah. "[With forests in peril, she's on a mission to save 'mother trees,'](#)" Washington Post, Dec. 27, 2022.

Linden, Tom. The New York Times Reader: Health & Medicine, Chapter 7, pp. 120 - 155.

FEB. 21: SCIENCE NEWS STORIES --

Reading for this class session

Linden, Tom. "The Role of Journalists in Reporting on Emerging Infectious Diseases," North Carolina Medical Journal, Vol. 77, No. 5, pp. 331-332. (download from Sakai->Resources).

"Science Times" section from Tuesday, Feb. 13, New York Times. For easy reference, here are the feature stories and branded columns.

Feature stories from "Science Times"

Branded columns from the "Well" section of "Science Times"

WEEK 8:

FEB. 26: DISCUSSION OF BLUM ET. AL CHAPTERS --

Reading for this class session

Blum et al., editors. [A Field Guide for Science Writers](#), Part One: Learning the Craft, Chapters 1, 2, 3, 4, 5, 6 (all chapters found in Sakai->Course Reserves->click on "View Item" in left-hand column).

Assignment

Draft of Assignment #2 due in Sakai->Forums->Assignment #2 (DRAFT) by 6 p.m., Wednesday, March 6.

FEB. 28: WRITING ABOUT SCIENCE AND THE ENVIRONMENT --

Reading for this class session

Blum et al., editors. [A Field Guide for Science Writers \(Second Edition\)](#), Part Five: Covering Stories in the Physical and Environmental Sciences (Chapters 30, 31, 32, 33, 34, 35). (All chapters found in Sakai ->Course Reserves).

WEEK 9:

MARCH 4: WRITING ENVIRONMENTAL NARRATIVES --

Reading for this class session

Brannen, Peter. "[The Terrifying Warning Lurking in the Earth's Ancient Rock Record](#)," The Atlantic, March 2021.

Assignment:

Draft of Assignment #2 due in Sakai->Forums->Assignment #2 (DRAFT) by 6 p.m., Wednesday, March 6.

MARCH 6: WRITING ENVIRONMENTAL ESSAYS --

Reading for this class session

Renkl, Margaret. "[How to Talk about 'Extreme Weather' With Your Angry Uncle](#)," New York Times, July 25, 2022.

Renkl, Margaret, "[Falling a Little Bit in Love With the Dark](#)," New York Times, Dec. 21, 2022.

Renkl, Margaret, "[One Way to Do More for the Environment: Do Less With Your Yard](#)," New York Times, May 16, 2022.

Renkl, Margaret. "[Why We Should All Be Chasing Acorns](#)," New York Times, Oct. 17, 2022.

Assignment

Draft of Assignment #2 due in Sakai->Forums->Assignment #2 (DRAFT) by 6 p.m., tonight Wednesday, March 6.

Also, critique classmates' assignments in your assigned Sakai->Forums group. Please post your critiques in Sakai->Forums before class resumes on Monday, March 18, after Spring Break

SPRING BREAK (March 9 - March 17)

WEEK 10:

MARCH 18: WRITING SCIENCE ESSAYS --

Reading for this class session

Thomas, Lewis. The Medusa and the Snail, chapters entitled "The Medusa and the Snail," "The Wonderful Mistake," "To Err Is Human" and "On Cloning A Human Being" (all chapters found in Sakai -> Course Reserves>click on "View Item" in left-hand column).

Assignment

Final version of Assignment #2 due in Sakai->Forums->Assignment #2 (FINAL) by 6 p.m., Wednesday, March 27.

MARCH 20: WRITING SCIENCE ESSAYS (cont.) --

Reading for this class session:

Baird, Robert P., "[What Went Wrong With Coronavirus Testing in the U.S.](#)," The New Yorker, March 16, 2020.

Crosley, Sloane, "[Essay: Someday, We'll Look Back on All of This and Write a Novel](#)," New York Times, March 17, 2020.

Linden, Tom, New York Times Reader: Health and Medicine, Chapter 13, pp. 262-268 (Sakai->Resources).

Assignment

Final version of Assignment #2 due in Sakai->Forums->Assignment #2 (FINAL) by 6 p.m., Wednesday, March 27.

WEEK 11:

MARCH 25: WRITING COMMENTARIES --

Reading for this class session

Barry, Dan. "[Essay: Alone With a Basketball, a Hoop and Covid](#)," The New York Times, Jan. 17, 2022.

Blum et al., editors. A Field Guide for Science Writers, Chapter 22 (found in Sakai -> Course Reserves >click on "View Item" in left-hand column).

MARCH 27: WRITING NARRATIVE FICTION --

Reading for this class session

Powers, Richard. The Overstory, through the first four profiles with the last chapter being Ray Brinkman and Dorothy Cazaly. (approximately 90 pages -- varies by the print edition)

Final version of Assignment #2 due in Sakai->Assignments by 6 p.m., tonight, March 27.

WEEK 12:

APRIL 1: WRITING NARRATIVE FICTION (cont.) --

Reading for this class session

Powers, Richard. The Overstory, through the last four profiles with the last chapter being Olivia Vandergriff (approximately 90 pages -- varies by the print edition)

Reading for **next** class session

"Science Times" section from Tuesday, March 26, New York Times. Please read **all** the stories in the print edition of the "Science Times" section for the next class session. See the top of this syllabus for how to find the stories **online** that were featured in the **print** edition of the edition of Science Times on Tuesday, March 26.

APRIL 3: SCIENCE TIMES OR GUEST SPEAKER (unconfirmed TBD)

Science Times feature stories from Tuesday, March 26, New York Times:

WEEK 13:

APRIL 8: PROFILES --

Buckley, Cara, "[Using Science and Celtic Wisdom to Save Trees \(and Souls\)](#)," New York Times, Feb. 24, 2022.

Diamond, Jonny, "[The Old Man and the Tree](#)," Smithsonian Magazine, January 2022.

Assignment

Assignment #3 due in Sakai->Assignments, 6 p.m., Monday, April 22.

APRIL 10: WRITING PERSPECTIVE & EXPLANATORY STORIES --

Reading for this class session

Johnson, George. "Explanatory Writing," Chapter 20, in Blum et al., editors. A Field Guide for Science Writers (available in Sakai->Course Reserves>click on "View Item" in left-hand column).

Harmon, Amy. "[A Dying Young Woman's Hope in Cryonics and a Future](#)," New York Times, Sept. 12, 2015.

WEEK 14:

APRIL 15: WRITING ABOUT PLACES --

Reading for this class session

Waters, Michael. "[The California Town Owned By a New York Investment Firm](#)," The New Yorker, January 4, 2024.

Assignment

Assignment #3 due in Sakai->Assignments, 6 p.m., Monday, April 22.

APRIL 17: WRITING ABOUT SCIENCE HISTORY --

Reading for this class session

Linden, New York Times Reader, Chapter 9, pp. 183-197.

Linden, New York Times Reader, Chapter 11, pp. 222-243.

Assignment

Assignment #3 due in Sakai->Assignments, 6 p.m., Monday, April 22.

WEEK 15:

APRIL 22: REPORTING ON CLIMATE CHANGE --

Reading for this class session

McKibben, William. "[The End of Nature](#)," The New Yorker, September 3, 1989.

Assignment #3 due in Sakai->Assignments by 6 p.m., tonight, April 22.

APRIL 24: RADIO REPORTING -- Guest speaker, [Helen Chickering](#), anchor/reporter/producer [Blue Ridge Public Radio](#) (unconfirmed)

-- PLEASE MEET ON ZOOM (URL TO BE SENT VIA EMAIL), NO IN-CLASS SESSION TODAY

Reading for this class session

Linden, Tom, "Medical Reporting for the Electronic Media," in Barbara Gastel's Health Writer's Handbook (Second Edition), chapter in Sakai -> Resources->Linden Gastel book chapter.

Listening for this class session

Chickering, Helen, "[WNC science communicators help clear the climate world confusion](#)," Blue Ridge Public Radio, Oct. 28, 2022.

WEEK 16:

APRIL 29: SPECTRUM OF SCIENCE REPORTING & CLASS WRAP-UP

*Meek, Mika, "When to Leave: First Do No Harm," This American Life," March 3, 2023.

[Reading for this class session:](#)

Blum et al., editors. A Field Guide for Science Writers, Chapters 9, 18, 19, 21 (all chapters found in Sakai->Course Reserves).

FINAL EXAM DATE: Thursday, May 2, 8 a.m.

THE 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 Senior Associate Dean Charlie Tuggle, 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.

PROFESSIONAL VALUES & COMPETENCIES

Among the many skills students will learn in this course, it's expected they will be able to fulfill the following values and competencies as enumerated by the Association for Education in Journalism and Mass Communication:

- 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.

- SYLLABUS CHANGES

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- 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.
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- ARS

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- 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>)
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- COUNSELING AND PSYCHOLOGICAL SERVICES

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- 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.
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- TITLE IX

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- 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.
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- POLICY ON NON-DISCRIMINATION
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- 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/>.

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- 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](tel:9199664042)) has been designated to handle inquiries regarding the University's nondiscrimination policies.

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-- syllabus revised Jan. 6, 2024