

# Writing for Strategic Media

JRSM 7422 001/M50

Fall 2020

M 5:30 – 8:30 p.m. via Zoom

## Prof. Kim Marks Malone, APR, PRSA Fellow

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## Catalog Description

Writing for all aspects of public relations and advertising, with a specific focus on writing for audio/visual and social media platforms, including translating one message across multiple technologies and platforms. Focus will be on writing in an active, engaging voice that aligns with the organization's mission and profile.

## Prerequisites

Graduate status

## Textbooks, Software and Required Materials

- Handley, A., & Chapman, C.C. (2012). Content rules: How to create killer blogs, podcasts, videos, ebooks, webinars (and more) that engage customers and ignite your business. Hoboken, NJ: John Wiley & Sons  
ISBN 978-1-118-23260-6
- Handley, A. (2014). Everybody writes: Your guide to creating ridiculously good content. Hoboken, NJ: Wiley  
ISBN 978-1-118-90555-5

Additional course readings will be available on eCourseware. A tentative list of readings is included in the syllabus; course readings may be altered during the semester.

## Recommended

- The Associated Press Stylebook 2020 (or earlier). New York: Basic Books  
ISBN: 978-0-917360-68-8

\*You can also access The AP Stylebook as an online publication or through an app. Get details about these options online at [apstylebook.com](http://apstylebook.com)

## Synchronous Class Format

- Zoom is a web-based video conferencing platform. You will receive an invitation to join the Zoom meeting each week as a reminder. You can join the meeting each week here > <https://memphis.zoom.us/j/99032682843>
- This is a graduate seminar with lecture and class discussions. Each week, we will discuss a new topic and I and/or designated classmates will be responsible for presenting the class

with ideas for debate from the readings or examples from the field, and critically analyze the week's concepts. Please note that failure to attend class or to actively take part – even if all your assignments are turned in on time and done acceptably – will significantly affect your final grade. Be sure you have read the material BEFORE class and come prepared to discuss it.

- You must have a stable internet connection, speakers and a microphone (or a headset with a built-in mic). I'd like for you to have video turned on at the beginning of each class and whenever you are actively participating in the discussion, asking or answering questions. Let me know if this is going to be an issue for you.
- You must have Microsoft Word software. I must be able to open your work to grade it. Work submitted in a software package not noted as acceptable in this syllabus (Microsoft Word) may result in point deductions being assessed to your work.

### Accessing the course website

1. Go to the University of Memphis eLearn home page: <http://elearn.memphis.edu>
2. Log in using your University of Memphis username and password.
3. In the Fall 2020 course list available to you, click on the link for JRSM 7422-001/M50 to enter.

### COURSE ASSIGNMENTS

This is meant as a general guideline to the major assignments within the class. More detail will be provided in class and on eCourseware. Deadlines are also listed in the class schedule. All work should be turned in as a Word document via Dropbox in eCourseware by the deadline specified in the assignment.

**Discussant.** Each student will take the lead on a discussion for class one week. You will each sign up for your week in advance. **The discussant will write a two-page essay discussing the week's readings and (1) post it to the discussion board and (2) submit the essay as a Word document to Dropbox by NOON on Sunday before the scheduled class. You each will be required to read the discussant's essay in addition to the week's readings.** During the class session, the discussant will take the lead on the class seminar.

**Reading response blog posts.** You each will be asked to respond to the weekly readings in the form of a 500-word blog post. The idea is not to regurgitate the readings but to analyze them by providing insights and comments that demonstrate knowledge and deep thinking about theories, methods, and concepts found in the week's assigned readings. You may make connections to readings from other weeks and/or connections to something you have read about or learned in popular media or another course. The intent is for you to interact with the material in such a way as to be prepared to discuss it in class, and to write out your thoughts on the ideas presented. The purpose of this assignment is also to help you develop your voice as a writer throughout the semester. The blog format is designed to allow you maximum flexibility in finding creative, engaging and fun ways to synthesize the readings and develop killer content.

You will be given a writing prompt the week before each blog post is due to help guide the direction of your writing. Turning in your blog posts is a two-step process. (1) You should submit your blog post to Dropbox as a Word document by 5 p.m. on the scheduled class day (Monday) and have a copy of it available during class to help you remember your ideas and connections

during the seminar discussion. (2) Post your blog post on the appropriate discussion board by 5 p.m. on the scheduled class day (Monday). *\*\*Note: The week that you are the discussant, your essay takes the place of the blog post.*

**HubSpot Academy Content Strategy Course.** As part of this class you will be required to complete the free Content Strategy Course through HubSpot Academy. You can sign up for the free course here > <https://academy.hubspot.com/> The course has a companion workbook that you will download online in the course. The course consists of eight lessons and six quizzes and should take approximately four hours to complete. You'll be required to upload a screenshot of your completion certificate to Dropbox to earn credit.

You should successfully complete this course and upload a screenshot of your completion certificate to Dropbox by 5 p.m. on Monday, Nov. 9.

**Cleaning Your Copy: Grammar, Style and More quiz.** This free self-directed course from Poynter will help you understand the basics of grammar, spelling, punctuation and AP style. It will also help you brush up on your skills to create clean, error-free copy throughout the semester (and beyond). You should set aside approximately four hours to complete this online module. You can access the free course here > <https://www.poynter.org/courses/cleaning-your-copy/>

You should successfully complete this course and upload a screenshot of your completion certificate to Dropbox by 11:59 p.m. on Sunday, Sept. 20.

**Organizational analysis paper.** You will choose an organization and conduct a complete and thorough "audit" and analysis of their strategic media (at least what you can find externally). This paper is purely an analysis of what the organization is doing and will not offer suggestions for improvement. This analysis paper will form the first half of the larger strategic media content proposal that you will complete later in the semester. More details will be provided in class and on eCourseware.

The organizational analysis paper is due as a Word document in Dropbox by 11:59 p.m. on Monday, Oct. 12.

**Podcast.** You will create a 5- to 6-minute podcast script and recording on a topic of your choice. The topic can be anything of interest to you. The podcast should include an introduction monologue (30 – 60 seconds), musical jingle (15 seconds), one topic point (3 minutes), closing remarks (1 – 2 minutes), and closing music jingle (15 seconds). Both the script and the audio recording should be uploaded to Dropbox. More details will be provided in class and on eCourseware.

The podcast script and recording are due in Dropbox NLT 11:59 p.m. on Sunday, Nov. 22.

**White paper.** You will write a 5- to 7-page white paper on a single topic related to the core mission of the organization you are analyzing throughout the semester. For example, if you are analyzing an organization focused on the environment, you could write a white paper in support of proposed legislation that would improve environmental regulations in your community. Because white papers serve as authoritative guides that address issues and how to solve them, you are required to include 10 academic sources to support your arguments in this paper. More

details will be provided in class and on eCourseware.

The white paper is due as a Word document in Dropbox by 11:59 p.m. on Friday, Nov. 13.

**Strategic media proposal.** Using your organizational audit from earlier in the semester, you will respond to a request for proposals (RFP) put out by the same organization to hire a PR firm to help them improve their writing and messaging strategies. This proposal should demonstrate your knowledge of the organization's current practices and offer a detailed strategy for improvement. This should also include sample messages for all social media platforms the organization is currently active on, the website, and other prominent channels used by the organization. You may also suggest new platforms to use and include sample messages and strategies for this. This proposal should be visually appealing and be easy to read for the prospective client. Remember that you want to sell your knowledge and your plan of action for the organization. More details will be provided in class and on eCourseware.

The strategic media proposal is due as a Word or .PDF document in Dropbox at 5 p.m. on Monday, Nov. 16. (The last day of class)

**Final presentation.** For your final presentation, you will be pitching to me and your classmates as if we were in charge of hiring the outside PR firm to help the organization improve its messaging and writing on our current platforms, as well as any recommendations you have for new platforms. You will have only 5 – 7 minutes for your pitch, so you will want it to be focused, persuasive and include information from the research you conducted throughout your organizational audit and strategic media content proposal. This isn't an overview presentation of everything you've done. You are trying to make a persuasive argument to us based on your research about changes our organization should make or practices that we should continue. You will be graded on the soundness of your arguments, your ability to integrate both research you conducted as well as external research into the presentation, and general presentation delivery skills. You will also be deducted points for going over time.

The final presentations will happen in class on Monday, Nov. 16.

## Grading

There are 1,000 possible points in this class. At the end of the semester, your total points will be calculated and rounded up to the nearest whole number. Letter grades will be assigned based on the scale below the assignments.

## Individual Assignments

Reading Blog Posts	165 points (10 blogs x 15 points each)
Discussant	100 points
Cleaning Your Copy quiz	50 points
Organization audit	85 points
Podcast	75 points
White paper	125 points
Strategic media proposal	150 points
Final presentation	50 points

HubSpot Academy	
Content Strategy Course	100 points
Class participation	100 points
Total	1,000

A = 900 – 1,000 points

B = 800 - 899 points

C = 700 - 799 points

D = 600 - 699 points

F = 599 and fewer points

### Other issues

Contacting me. The best and quickest way to contact me is via email ([ksmarks@memphis.edu](mailto:ksmarks@memphis.edu)).

Do not use the email within eCourseware, use my Memphis.edu email. I will respond to email with 24 – 48 hours. If you have a problem, do not let it snowball. Contact me ASAP.

## COURSE SCHEDULE

This schedule is tentative and subject to change at the instructor’s discretion. Readings should be completed prior to the session they will be discussed. Articles and links are available on eCourseware. Textbook reading assignments are indicated in the schedule.

### ***Unit 1 – Defining strategic media and the role of writing***

#### ***Week 1, Aug. 17: Course introduction***

#### Readings:

- Garrett, M. (2018, March 3). Why Strong Writing Skills Matter More Than Ever for Today’s PR Pro. *Meltwater Blog*. Retrieved from <https://www.meltwater.com/en/blog/why-strong-writing-skills-matter-more-than-ever-for-todays-pr-pros>
- Argenti, P., Howell, R., & Beck, K. (2005). The Strategic Communication Imperative. *MIT Sloan Management Review*, 46(3), 83-89.
- Argenti, P. (2017). Strategic Communication in the C-Suite. *International Journal of Business Communication*, 54(2), 146-160.
- Zerfass, A., Z., Verčič, D., Nothhaft, H., & Werder K.P. (2018) Strategic Communication: Defining the Field and its Contribution to Research and Practice, *International Journal of Strategic Communication*, 12(4), 487-505.
- Marsh, C., Guth, D., & Short B.P. (2018) *Strategic writing: multimedia writing for public relations, advertising and more* (Fourth Edition). New York, Routledge. p. 9-13.
- *Everybody Writes*, p. 1-19

#### Assignments:

- Blog 1 – DUE Monday, Aug. 24, by 5 p.m. to Dropbox as a Word document post on the appropriate discussion board  
Blog 1 prompt: Is ethics an inherent virtue or something that can be taught to public relations practitioners? Berger (2005) discussed that because of

organizational power structures, it can be difficult for a practitioner who may be ethical to “do the right thing.” What role, if any, should ethics play in writing for strategic media? Use a real-life example (personal or found) to support your point.

### *Week 2, Aug. 24: Ethics of writing for strategic media*

**DUE: Blog 1** – NLT 5 p.m. to Dropbox as a Word document post on the appropriate discussion board

Readings:

- Berger B. (2005). Power over, power with, and power to relations: Critical reflections on public relations, the dominant coalition and activism. *Journal of Public Relations Research*, 17(1), 5-28.
- Callison, C., Merle, P. F., & Seltzer, T. (2014). Smart friendly liars: Public perceptions of public relations practitioners over time. *Public Relations Review*, 40(5), 829-831.
- Ikonen, P., Luoma-aho, V., & Bowen, S.A. (2017) Transparency for sponsored content: Analysing codes of ethics in public relations, marketing, advertising and journalism. *International Journal of Strategic Communication*, 11(2), 165-178.
- Schauster, E., & Neill, M.S. (2016). *Have the ethics changed? An examination of ethics in advertising & public relations agencies*. American Academy of Advertising Conference Proceedings, 59-70
- Henke, L.L. (2018). Why is it okay to deceive the public: Should public relations firms and ad agencies be required to disclose the sponsors of astroturfing and other masked persuasion practices? *Journal of Marketing Development & Competitiveness*, 12(3), 69-74.
- *Everybody Writes*, p. 166-169

Assignments:

- Blog 2 – DUE Monday, Aug. 31, by 5 p.m. to Dropbox as a Word document post on the appropriate discussion board  
Blog 2 prompt: In PR, persuasion is a vital component of most everything we do. Think about it, building relationships, creating compelling content, managing crises and reputations, media relations and outreach, public speaking, sharing and engaging on social media, getting our colleagues, clients and bosses to support our strategies and recommendations – all use persuasion. Pick one of Cialdini’s six principles of persuasion – called ‘tendencies’ in the article you’ll read – and provide a real-world example of how they are applied in public relations.

### *Week 3, Aug. 31: Persuasion and strategic writing*

**DUE: Blog 2** – NLT 5 p.m. to Dropbox as a Word document post on the appropriate discussion board

Readings:

- Bakir, V., Herring, E., Miller, D., & Robinson, P. (2019). Organized Persuasive Communication: A new conceptual framework for research on public relations,

- propaganda and promotional culture. *Critical Sociology*, 45(3), 311–328.
- Cialdini, R. (2007). The science of persuasion: Social psychology has determined the basic principles that govern getting to “yes”. *Scientific American Mind*, 14(1), 70-77
  - Sang Yeal Lee, Ji Young Lee & Hongmin Ahn (2020) Deflecting resistance to persuasion: exploring CSR message strategies on consumer evaluations, *Journal of Applied Communication Research*, 48(3), 393-412
  - Messina, A. (2007). Public relations, the public interest and persuasion: An ethical approach. *Journal of Communication Management*, 11(1), 29-52
  - Tucker, C. (2018, April 11). Public Relations as Persuasion. *PR Academy*. Retrieved from <https://pracademy.co.uk/insights/public-relations-as-persuasion/>

#### Assignments:

- Cleaning Your Copy: Grammar, Style and More – DUE in Dropbox by 11:59 p.m. on Sunday, Sept. 20. Upload a screenshot of your completion certificate. You can access the free course here > <https://www.poynter.org/courses/cleaning-your-copy/>
- Blog 3 – DUE Monday, Sept. 14, by 5 p.m. to Dropbox as a Word document post on the appropriate discussion board  
Blog 3 prompt: Given the “media framing can shape how audiences feel or think about an issue” (Lee & Basnyat, 2013, p. 120), how do issues of power play into traditional news writing? What ethical responsibilities exist for how stories are framed for traditional media and do you think these responsibilities differ for social media? Use this week’s readings and any outside examples to help support your arguments.

#### *Week 4, Sept. 7: No class – Labor Day*

#### *Week 5, Sept. 14: Writing for Traditional Media*

**DUE: Blog 3** – NLT 5 p.m. to Dropbox as a Word document post on the appropriate discussion board

#### Readings:

- Lee, S. T., & Basnyat, I. (2013). From press release to news: Mapping the framing of the 2009 H1N1 A influenza pandemic. *Health Communication*, 28(2), 119-132.
- Liu, B. F., & Kim, S. (2011). How organizations framed the 2009 H1N1 pandemic via social and traditional media: Implications for U.S. health communicators. *Public Relations Review*, 37(3), 233-244.
- Wickman, C. (2014). Rhetorical framing in corporate press releases: The case of British Petroleum and the Gulf Oil spill. *Environmental Communication: A Journal of Nature and Culture*, 8(1), 3-20.
- Grochala, R. (2019). *Science communication in online media: influence of press releases on coverage of genetics and CRISPR*. bioRxiv: The preprint server for biology. Retrieved from <https://doi.org/10.1101/2019.12.13.875278> (This article is a preprint and has not been certified by peer review.)
- Grimmelikhuisen, S., de Vries, F., & Zijlstra, W. (2018). Breaking bad news without breaking trust: The effects of a press release and newspaper coverage on perceived

trustworthiness. *Journal of Behavioral Public Administration*, 1(1), 1-10.

Assignments:

- Blog 4 – DUE Monday, Sept. 21, by 5 p.m. to Dropbox as a Word document post on the appropriate discussion board  
Blog 4 prompt: Although social media are often touted for their dialogic/two-way communication potential, research repeatedly finds that many organizations are using social media only as one-way communication. However, a few of our readings suggests that organizations are able to use social media (specifically, Twitter) for two-way communication. Do you think it's important to have two-way communication on social media? How can we, as strategic writers, work to create content that engages stakeholders in this way? What did you learn about this from today's readings?

### *Week 6, Sept. 21: Writing for Social Media*

**DUE: Blog 4** – NLT 5 p.m. to Dropbox as a Word document post on the appropriate discussion board

Readings: TBD

Assignments:

- Blog 5 – DUE Monday, Sept. 28, by 5 p.m. to Dropbox as a Word document post on the appropriate discussion board

## ***Unit 2 – Finding Your Voice in Strategic Media***

### *Week 7, Sept. 28: Organizational Voice*

**DUE: Blog 5** – NLT 5 p.m. to Dropbox as a Word document post on the appropriate discussion board

Readings: TBD

Assignments:

- Organizational analysis paper – DUE Monday, Oct. 12, NLT 11:59 p.m. as a Word document in Dropbox
- Blog 6 – DUE Monday, Oct. 5, by 5 p.m. to Dropbox as a Word document post on the appropriate discussion board

### *Week 8, Oct. 5: Finding Your Personal Voice*

**DUE: Blog 6** – NLT 5 p.m. to Dropbox as a Word document post on the appropriate discussion board

Readings: TBD

Assignments:

- Blog 7 – DUE Monday, Oct. 12, by 5 p.m. to Dropbox as a Word document post on the appropriate discussion board

*Week 9, Oct. 12: Including Diverse Voices*

**DUE: Blog 7** – NLT 5 p.m. to Dropbox as a Word document post on the appropriate discussion board

**DUE: Organizational analysis paper** – NLT 11:59 p.m. to Dropbox as a Word document.

Readings: TBD

Assignments:

- Blog 8 – DUE Monday, Oct. 19, by 5 p.m. to Dropbox as a Word document post on the appropriate discussion board

***Unit 3 – Writing for Strategic Media in Action***

*Week 10, Oct. 19: Writing Persuasively: Grants & Proposals*

**DUE: Blog 8** – NLT 5 p.m. to Dropbox as a Word document post on the appropriate discussion board

Readings: TBD

Assignments:

- Strategic media proposal – DUE as a Word or .PDF document in Dropbox at 5 p.m. on Monday, Nov. 16.
- Final presentation – Presentations will happen in class on Nov. 16
- Blog 9 – DUE Monday, Oct. 26, by 5 p.m. to Dropbox as a Word document post on the appropriate discussion board

*Week 11, Oct. 26: Writing with Authority*

**DUE: Blog 9** – NLT 5 p.m. to Dropbox as a Word document post on the appropriate discussion board

Readings: TBD

Assignments:

- White paper – DUE Friday, Nov. 13, NLT 11:59 p.m. as a Word document in Dropbox
- Blog 10 – DUE Monday, Nov. 2, by 5 p.m. to Dropbox as a Word document post on the appropriate discussion board

### *Week 12, Nov. 2: Writing for Audio/Visual*

**DUE: Blog 10** – NLT 5 p.m. to Dropbox as a Word document post on the appropriate discussion board

Readings: TBD

Assignments:

- Podcast – DUE Sunday, Nov. 22, NLT 11:59 p.m. as a Word document in Dropbox
- Blog 11 – DUE Monday, Nov. 9, by 5 p.m. to Dropbox as a Word document post on the appropriate discussion board

### *Week 13, Nov. 9: Writing for Crisis*

**DUE: Blog 11** – NLT 5 p.m. to Dropbox as a Word document post on the appropriate discussion board

**DUE: HubSpot Academy Content Strategy Course** - Upload a screenshot of your completion certificate to Dropbox by 5 p.m.

Readings: TBD

### *Week 14, Nov. 16: Final Presentations*

**DUE: Strategic media proposal** – NLT 5 p.m. to Dropbox as a Word or .PDF document

DUE: Podcast script & recording -

## **JOURNALISM AND STRATEGIC MEDIA POLICIES**

### **Email**

You must have your UofM email account activated. If you are using another provider, such as Google, you are required to have all UofM email forwarded to that account. You should go to the <http://iam.memphis.edu> website to implement forwarding of UofM email. You are required to check your email daily. You are responsible for complying with any email sent to by professors or others in the University.

### **Electronic devices**

Some classes require a tablet, laptop or a smartphone. Others do not. Your instructor will set the policy for their specific classes.

### **Attendance**

Class attendance is mandatory in Journalism and Strategic Media. You may be assigned a failing grade for the semester for nonattendance or habitual late arrival. No late work will be accepted without prior arrangements with the class professor. You may not be permitted to make up any missing work unless it is for an absence because of illness or other catastrophic emergency, such as a death in the family that can be documented

(e.g. with a doctor's note or a copy of the newspaper obituary).

Journalism and Strategic Media is a professional program, and you are expected to understand and comply with deadlines. If you have some problem making it to class on time should make arrangements to correct the problem or consider taking another class. You should consider this class as a "job" in the educational process and be on time just as you would elsewhere.

### **Academic integrity**

In addition to University-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism and Strategic Media considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses or receiving any assistance from others for work assigned to be done on your own, as acts of cheating punishable to the degree determined appropriate by the course instructor and department chair. Punishment may include grade reductions or seeking your dismissal from the University.

Further, as this is a journalism and strategic media class, you are expected to comply with copyright law and must have sufficient permission to use any copyrighted materials used in creative projects, unless otherwise informed in cases of exercises or reproduction.

Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for rating originality of your ideas. Also, to evaluate proper use and assignment of sources. As part of this process, you may be required to submit electronic as well as hard copies of your work. Other instructions to follow may also be given. By taking this course, you agree that all assignments may undergo this review process. The assignment may be included as a source document in Turnitin.com's restricted access database. It is solely for the purpose of detecting plagiarism in such documents. Assignments not submitted according to the instructor's procedures may be penalized or may not be accepted at all. (*Office of Legal Counsel, October 11, 2018*)

### **Online SETEs**

You are urged to complete the SETEs evaluation of this course. Once the instructor has posted grades, you can immediately see that grade, provided they have completed a the SETE for that class. To access evaluation forms, log in to MyMemphis using your UUIIDs and email password; click on the gray "Student" tab; complete an evaluation for each course listed and hit the "Submit" button at the bottom of the form. Completing the SETE will only take a few minutes. Faculty take the evaluations very seriously and use them to improve courses and instructional quality. Your feedback is essential and is appreciated.

### **Deadlines**

All deadlines are firm. This is journalism and strategic media. If you need an extension on an assignment, you must receive approval from the instructor. Exceptions will be made for reasonable circumstances if you notify the instructor prior to the due date.

### **AP Style and grammar**

All written work in this class must follow the AP Stylebook and accepted rules of grammar and punctuation.

### **Disability and accommodations**

If you need an accommodation based on the impact of a disability, you should contact the Office for Disability Resources for Students at 901-678-2880 in 110 Wilder Tower Hall to coordinate reasonable accommodations for documented disabilities.

### **Diversity and inclusivity**

You are required to respect the differences of others and treat all persons with respect. Discriminatory, derogatory and threatening language or behavior will not be tolerated. Further, you are expected to consider your work through a diverse mind. Media reach a mass audience, and you should be aware of how those messages are received by a diverse audience.

### **Weather policy**

Always check with local media and the University of Memphis website regarding inclement weather. If the University is closed or classes are canceled, this course will not meet. However, you will still be responsible for that day's work.

### **Student support**

If you are experiencing personal or academic challenges including, but not limited to, food or housing issues, family needs, or other stressors, you should visit the Office of Student Accountability, Outreach & Support page to learn about resources that are available to help: <https://www.memphis.edu/saos/sos/crisis-resources.php>.

If you are facing personal challenges including, but not limited to, securing food or housing and believe this may affect your performance in the course, you are urged to contact the Office of Student Accountability, Outreach & Support (901-678-2187) located in the University Center, Suite 359 for assistance. You may also talk with course instructor about the challenges you are experiencing. Your instructor may be able to assist in connecting you with campus or community support.

## **COVID-19 protocols for this course**

### **Student Accommodations**

Students with accessibility issues or learning accommodation issues due to a disability should contact Disability Resources for Students (DRS) to submit an official request for course accommodations. Contact DRS at 901.678.2880 or at [drs@memphis.edu](mailto:drs@memphis.edu). (<https://www.memphis.edu/drs/index.php>)

### **Academic Integrity**

Plagiarism, cheating and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class in addition to other possible disciplinary sanctions which may be imposed through the regular institutional disciplinary procedures. (<https://www.memphis.edu/osa/students/academic-misconduct.php>)

**Student Health**

Students who have a positive COVID-19 test should contact the Dean of Students at [deanofstudents@memphis.edu](mailto:deanofstudents@memphis.edu).

**Student Resources**

Students who need additional resources can visit the Dean of Students Office website at <https://www.memphis.edu/deanofstudents/crisis/index.php>.