JOUR 3102 | SECTION 002 | THREE CREDITS | SPRING 2018

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**3:35 – 5:30
TUE – THUR
MH10 South**

JOUR 3102 (Multimedia Production and Storytelling) is an introduction to video, audio and slideshow storytelling and production; understanding the differences in content for different media; and understanding content management.

Time & Location	Tue-Thur 3:35 p.m. – 5:30 p.m. Murphy DMS South
Instructor	Jerry Broeckert
Office	MH 109
Office Hours	Immediately following each class and by appointment
Cell Phone	612-206-1460
E-Mail	broe0031@umn.edu
Contact Method	Whatever is most advantageous for the student.
Lab Phone	612-625-1847
Lab Hours	Check DMS Lab web site (dms.sjmc.umn.edu)
Resource Website	jerrybroeckert.com

REQUIRED TEXTBOOK AND EQUIPMENT

Required Textbook:
• There is no required textbook for this class.
• Students will be assigned readings throughout the semester.

Required Equipment:
• USB-3 External Portable Hard Drive (recommend minimum 320GB storage capacity)
• SDHC Card (Minimum Class 6, 16GB; recommend Class 10)
• Four AA Batteries
• Earbuds or Headphones
• One Penny

The Digital Media Studio provides:
• Media equipment necessary for completing assignments.
• Computers with all necessary software programs to complete assignments.
(Students are required to use Avid Media Composer 8 for this course.)

NAME

JOUR 3102-2   SYLLABUS

	TUESDAY	THURSDAY
Week 1: **Jan 16 | Jan 18**	• First Day of Class | Student Survey • Course Overview | Required Equipment • Working in the Digital Media Lab • Log In and Printing Procedures • Examples: Sequence, Interview, and the Video Story • Types of Visual Productions: Video and Slideshows • Sequences: The Foundation in Storytelling • Types of Shots: Match, Jump and Cutaway • Photo Composition: Rule of Thirds	• Assign: Sequence Edit Assignment • Examples: Sequence Edit Assignment • Developing a Shot List for Sequence Edit Assignment • Basic Tripod Operations • **Basic Video Camera Operations** • (01) Lab Exercise
Week 2: **Jan 23| Jan 25**	• AVID as a Video Editing Software Program • Overview of Editing in Avid • Formatting Your External Hard Drive • Why Content Management is Important • Copy Practice Sequence Files Hard Drive • Edit the Practice Sequence Exercise • (02) Lab Exercise	• Edit the Practice Sequence Exercise • (03) Lab Exercise
Week 3: **Jan 30 | Feb 1**	• Edit the Practice Sequence Exercise • (04) Lab Exercise	• Review Basic Tripod Operations • **Review Basic Video Camera Operations** • Techniques for Shooting Good Video • (05) Lab Exercise
Week 4: **Feb 6 | Feb 8**	• Due at start of class: Shot List • **In Class: Shoot Graded Sequence**	• Edit the Graded Sequence Exercise • (06) Lab Exercise • (07) D/L: Graded Sequence @ Fri Feb 9 at 3pm
Week 5: **Feb 13 | Feb 15**	• Assign: Practice Sequence Interview /Examples • Copy Practice Sequence Interview Files Hard Drive • Practice Sequence Interview • (08) Lab Exercise	• Practice Sequence Interview • (9) Lab Exercise
Week 6: **Feb 20 | Feb 22**	• Edit the Practice Interview Exercise • (10) Lab Exercise	• Review Graded Interview Requirements • **Video Camera Operations: Wireless Mics** • Techniques for Shooting a Good Interview • (11) Lab Exercise • Good Broadcast Voice • Assign: Record Bike Theft Story Voicetrack (Production Tab, page 33)
Week 7: **Feb 27 | Mar 1**	• Due at start of class: Questions for Interview • **In Class: Shoot Graded Sequence Interview** **(Shoot interview only)** • Create Interview Project Folder; Copy Video Files; Transcribe Interview	• **In Class: Shoot Graded Interview** **(Shoot b-roll only)** • Copy Video Files; Import Interview Images; Edit Sequence Interview • Class Time: Edit Graded Interview
Week 8: **Mar 6 | Mar 8**	• Edit the Graded Interview Assignment • (12) Lab Exercise • (13) D/L Graded Interview Assignment Wed Mar 7 at 3pm	• Due: Your Recorded Bike Theft Story Voicetrack • Elements of a Good Video Story • Story Structure of Bike Theft Story • Workflow for Editing a Video Story • Assign: Graded Video Story / Examples • Assign: Graded Video Story Pitch • Edit the Practice Story Edit • (14) Lab Exercise
Week 9: **Mar 13 | Mar 15**	• **SPRING BREAK**	• **SPRING BREAK**

	TUESDAY	THURSDAY
Week 10: **Mar 20	Mar 22**	• Practice Story Exercise • How and Why to Use Graphics and Images • Basic Photoshop: Creating Graphics and Manipulating Images • (15) Lab Exercise	• Practice Story Exercise • Use of Sound • Pacing, Trimming and Leading with Audio • (16) Lab Exercise
Week 11: **Mar 27	Mar 29**	• Edit the Practice Story Exercise • (17) Lab Exercise	• Tips and Tricks in AVID and Photoshop • (18) Lab Exercise
Week 12: **Apr 3	Apr 5**	• (19) In Class: **Story Pitch** Complete Story Pitch Form in Course Handbook prior to pitching story in class.	• (20) Writing and Review of **Shooting Script** as a Word Doc Draft shooting script email to Jerry at broe0031@umn.edu by end of class
Week 13: **Apr 10	Apr 12**	• **Graded Story Shoot** • Inventory camera equipment • Issue video camera during class • Tips for Lighting and Using LED Lights	• TBD
Week 14: **Apr 17	Apr 19**	• **Return video camera at start of class** • 50 point penalty for not returning camera at start of class today. Cameras can only be returned to Jerry at start of class. DO NOT RETURN TO LAB ATTENDANTS. • Production Day: Edit Graded Story • Draft Graded Story Script emailed to Jerry by Wed Apr 18 @10pm • (21) Lab Exercise	• Production Day: Edit Graded Story • (22) Lab Exercise
Week 15: **Apr 24	Apr 26**	• Production Day: Edit Graded Story • (23) Lab Exercise • D/L: **Graded Story @** Wed Apr 25 at 2pm	• Production Day: Revisions to Graded Story • (24) D/L: **Revised** Graded Story @ Fri Apr 27 at 3pm
Week 16: **May 1	May 3**	• Course Grades	Course Critiques • Critique Graded Story (100 point penalty for missing graded story critiques)	• Last Day of Class • What's next?

3102-2: DEADLINES FOR GRADED STORY ASSIGNMENT	
Story Pitch	Tues Apr 3 In Class (Course Handbook)
Shooting Script	Thur Apr 5 at 3:30pm (Email to Jerry)
Camera Use	Tues Apr 10 – Tues Apr 17
Draft Graded Story Script	Wed Apr 18 at 10pm (Email to Jerry)
Submission	Wed Apr 25 at 2pm (Instruction Folder)
Revision	Fri Apr 27 at 3pm (Instruction Folder)

Cameras are only available to shoot what you need for your story on the dates indicated. Be sure your story idea can be shot during those dates. No exceptions to camera use will be approved.

MEET THE INSTRUCTOR

Jerry Broeckert joined the adjunct faculty staff as a teaching specialist at the School of Journalism and Mass Communication in 2010. He holds an M.Ed from the University of Minnesota in the Learning Technologies program with a focus on Multimedia Design and Development.

Jerry served 31 1/2 years in the Marine Corps and retired as a lietuetnant colonel. During that time he served as the Marine liaison to the entertainment industry in Los Angeles. He worked on more than 300 projects to include *True Lies* and *A Few Good Men*, three seasons with the CBS series *Major Dad* and he worked with NBC on four Bob Hope specials. He served two tours as an enlisted Marine in Vietnam; was the intial Department of Defense spokesman for the 1991 LA riots; was the senior public affairs officer for the final withdrawal of United Nations forces from Somalia; and, after retiring fomr the Marine Corps, worked as a writer-producer for a CBS Eyemark first-run syndicated program.

He has written for *The Rake* and the *Minnesota Daily* and has extensive experience in working with media professionals at the national, regional and local levels. He has a Southwest Emmy as a producer for a documentary on Marine Corps recruit training. Jerry has worked as a lab instructor for Jour 3451, 4451 and 4452; he was a graduate teaching assistant for 3004W and 3101. Jerry was the event coordinator for the SJMC event See Change: Power of Visual Communication for five years.

Jerry's a big supporter of Gopher athletics and has season tickets for Gopher Men's Basketball and Gopher Men's Hockey. (No, he doesn't have tickets for the "elite" Gopher football team.) He serves on Coach Pitino's Coaches vs. Cancer annual event and is a member of Twin Cities Dunkers - a group of 325 community and business leaders.

ASSIGNMENTS AND ACTIVITIES

• Graded Sequence: Shoot and produce a video sequence. Designed to take ten hours or less to complete. No credit will be given if filed after deadline.

• Graded Interview: Shoot and produce a profile and interview of one to three minutes. Designed to take ten hours or less to complete. No credit will be given if filed after deadline.

• Video Story: Shoot, write and produce a 90-180 second video story. Designed to take 12 hours or less. Signifcantly reduced credit will be given if filed after deadline. No credit if not filed by last day of semester.

Separately completed and graded elements of the Video Story include the Story Pitch and the Shooting Script assignments.

Lab Exercises: Exercise will be assigned and normally completed during the class period. Exercises will frequently come from the required text or that day's work in class. No credit will be given if filed after deadline. These exercises cannot be made-up for an unexecused absence. The points are generally for use in daily lab exercises in conjunction with learning storytelling and eding with the: Practice Sequence Edit Exercise; the Practice Interview Edit Exercise; and the Practice Story Edit Exercise.

• *Satisfactory completion of the projects with a bullet point with a grade of at least C- is required to pass the course. Also, if you miss deadline on the assignment and get zero points, you are still required to complete the assignment by the last day of scheduled classes with what would have been the equivalent of a C-.*

• Class Participation: You can get 100 points if you attend all class and lab sessions, are on time and contribute! Up to 15 points are deducted each time you're late or leave class early; up to 25 points can be deducted for an unexcused absence from a student's total if they don't attend a class or a lab (you're considered absent if you miss more than 15 minutes of a scheduled class)—you can't participate if you're not here and you miss the value of group discussions! You're late if you arrive after the instructor has started the class.

MORE ABOUT *THIS* CLASS

Attendance: I'm at stickler on attendance and promptness. If you're the kind of person that misses classes, often comes late or likes to leave early, I'm probably not the best instructor for you. If you're interested in learning and want to gain a basic proficiency in basic video storytelling, I'm a great instructor to have because I'll work with you and do whatever it takes to make that happen for you. Attendance at every class and promptness at the start of the class are mandatory. Unexcused absences, repeated tardiness or leaving early will result in a loss of class participation points. Everything we do in a class builds on what we'll be doing in the next class.

Mobile Device Policy: No mobile devices may be used during lectures or practice edit exercises involving learning the use of cameras, storytelling techniques or editing exercises. On occasion, the instructor will identify periods when mobile devices may be checked or used. Failure to adhere to the mobile device policy may result in loss of use of mobile devices during a particular class period or repeated offenses could result in loss of mobile device privileges for the semester.

Computers, Procrastination and Murphy's Law: Unfortunately, "technical difficulties" are part of the world of working with software, computers and equipment. Expect them to happen. Plan for them. They. Will. Happen. Don't wait until the last minute to complete your work.

Lab Usage and Equipment:
You are responsible for knowing and adhering to all DMS policies. All DMS equipment used in the class will be approved and issued by the instructor – DO NOT ask lab attendants to check out out equipment. Doing so without instructor permission could result in being dropped from the class. When equipment is issued for use in completing an assignment, be sure to return it on time. Being late in returning equipment can result in loss of points on an assignment. Take care of the equipment while it is in your possession. You will be liable for the cost of repairing or replacing equipment due to your negligence. Beverages are allowed in the lab as long as they have a spill-proof lid. Under no circurmstances is food allowed in the lab. Treat the lab attendants with respect. They are not experts on all the software we'll be using in this class. If they are knowledgeable and can help you, they will. Don't get frustrated with them if they can't.

Workload: University policy states that students should expect three hours of work a week per credit. Jour 3102 is a three-credit class, therefore, students are expected to devote nine hours a week towards satisfactory course completion. For the typical 15-week semester that equates to 135 hours of work.

Course Requirements & Grading: Your grade will be based on your understanding of class material and your competence with skills taught in the class. These are hands-on graded lab assignments and exercise. There are severe penalties for missing deadlines. Historically, missing deadlines and unexcused absences have been the single biggest point losers for students. Don't be that person!

JOUR 3102-2   SCORE SHEET

	DATE	EVENT	POSSIBLE POINTS	COURSE CUMULATIVE TOTAL	MY POINTS	MY CUMULATIVE TOTAL
1	Jan 18	Lab Exercise	20	20		
2	Jan 23	Lab Exercise	20	40		
3	Jan 25	Lab Exercise	20	60		
4	Jan 30	Lab Exercise	20	80		
5	Feb 1	Lab Exercise	20	100		
6	Feb 8	Lab Exercise	20	120		
7	Feb 9	**Graded Sequence**	50	170		
8	Feb 13	Lab Exercise	20	190		
9	Feb 15	Lab Exercise	20	210		
10	Feb 20	Lab Exercise	20	230		
11	Feb 22	Lab Exercise	20	250		
12	Mar 6	Lab Exercise	20	270		
13	Mar 7	**Graded Interview**	100	370		
14	Mar 8	Lab Exercise	20	390		
15	Mar 20	Lab Exercise	20	410		
16	Mar 22	Lab Exercise	20	430		
17	Mar 27	Lab Exercise	20	450		
18	Mar 29	Lab Exercise	20	470		
19	Apr 3	**Lab Exercise – Story Pitch**	50	520		
20	Apr 5	**Lab Exercise – Shooting Script**	45	565		
21	Apr 17	Lab Exercise	20	585		
22	Apr 19	Lab Exercise	20	605		
23	Apr 24	Lab Exercise	20	625		
24	Apr 27	**Graded Story (Apr 25) / Revision**	275	900		
25	May 5	**Class Participation**	100	1000		

HOW SCORES TRANSLATE TO FINAL GRADE (% OF POSSIBLE POINTS)

A	=	100.00	90.00
A-	=	89.99	87.50
B+	=	87.49	85.00
B	=	84.99	82.50
B-	=	82.49	80.00
C+	=	79.99	77.50
C	=	77.49	72.50
C-	=	72.49	70.00
D	=	69.99	65.00
F	=	64.99	00.01

DATES I WAS LATE FOR CLASS:

DATES I MISSED CLASS:

COURSE OVERVIEW

Jour 3102
Multimedia Production and Storytelling (3 credits)
• Lecture twice a week, lab twice a week.
• Online instructional support.

Course Prerequisites
• Jour major or approved IDIM major or ICP major
or BIS major.
• [Jour 3004W or 3004V (or concurrent enrollment)], [Jour 3101/H or
Jour 3779W or 3241 (or concurrent enrollment in Jour 3101/h, 3279W,
or 3241)].

Course Description
JOUR 3102 (Multimedia Production and Storytelling) is an
introduction to video, audio and slideshow storytelling and
production; understanding basic HTML code; understanding the
differences in content for different media; and understanding content
management.

Expected Competencies
All students should have the following skills:
• An ability to write clearly, with concise word choice and correct
sentence construction.
• A command of proper grammar.
• A basic understanding of computers, file storage and word
processing.

Writing Expectations
Writing is a core competency in every course at the SJMC. The
school's commitment to student writing is reflected in its participation
in the University's "Writing-enriched Curriculum" program. The
SJMC also assesses student writing and other competencies routinely
in all skills courses and reports results to faculty so they can improve
writing instrution.

All students are expected to consistently improve their writing as
they progress through the curriculum. Proper grammar, punctuation,
spelling, style and construction are among the most basic expected
competencies. Consideration of audience, synthesizing information
from a variety of sources, and mastery of objective tone are also
important skills in the Journalism field.

SJMC Expected Writing Abilities - Journalism Skills Courses
Journalism skills courses teach professional skills for work in
newspapers, broadcast and multimedia. Writing assignments are used
to teach and evaluate students' ability to deliver news and information
that is appropriate to a given platform.

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1. Demonstrate competence in grammar, mechanics, spelling and style.
2. Write concisely by choosing precise language and using active
constructi
3. Write coherently, using logical and narrative flow.
4. Base writing in fact and evidence, with proper attribution to credible
sourses, to ensure accuracy and trust of readers.
5. Write consistently with the expected structure, language and tone
of a particular assignment (efficient, inverted pyramid structure for
breaking news; persuasion based on evidence for opinion writing;
descriptive, colorful storytelling for features; active verbs and brevity
for headlines; etc.)
6. Synthesize and explain information from a range of sources and
perspectives to fully reflect the complexities and various points of view
of issues and events.
7. Write in ways that are appropriate to channels of distribution
(conversational, etc., for radio and TV; descriptive, longer form writing,
etc., for magazine; efficient, objective tone, etc., for newspaper;
abbreviated language for tweet; etc.).
8. Write in ways that are appropriate for the target audience.
9. Apply ethical and legal standards to ensure fairness and accuracy,
avoid libel and unnecessary harm, etc.
10. View writing as a process that requires routine revisions, updates
and collaborations.
11. Experiment with story form structure to enhance the narrative's
power.

Competency Goals for Jour 3102
Students will learn basic skills in:
• Understanding differences in content for different media (Web, print,
radio, television).
• Identifying, writing and producing different story forms for video,
audio and slideshows.
• Understanding content management.

Concept and Theory
• Telling stories using a variety of technologies to gather, process and
disseminate information.
• How each technology has a particular audience or application.
• Photographic principles and their application (i.e., composition and
rule of thirds).
• Principles of visual grammar and their application (i.e., sequences,
screen direction, transitions, cutaways, jump cuts and match cuts).

Production Skills
• Basic proficiency in still and video camera operation.
• Basic proficiency in video, audio and slideshow writing and
production.
• Basic proficiency in photograph manipulation used in creating images
and graphics for a video and slideshow story.
• Creating a basic Web page using basic HTML code.
• Content management (i.e., managing and publishing content in an
organized manner).

Additional Student Learning Assessments

The national accrediting agency for Journalism education has required that all accredited Journalism schools assess student mastery of 12 core values and competencies that every graduate of a Journalism and mass communication program should possess. According to the Accrediting Council on Education in Journalism and Mass Communication, all graduates, irrespective of their particular specialization, should be able to:

• understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
• demonstrate an understanding of 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.

POLICY STATEMENTS

Workload Policy

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three- credit course that meets for three hours a week should expect to spend an additional six hours a week on coursework outside the classroom.

Grading Scale

Registration in this course is by A-F only.

A - Achievement that is outstanding relative to the level necessary to meet course requirements.
B - Achievement that is significantly above the level necessary to meet course requirements.
C - Achievement that meets course requirements in every respect.
D - Achievement that is worthy of credit even though it fails to meet fully the course requirements.
F - Represents failure and signifies that the work was either completed but at a level of achievement that is not worthy of credit or was not completed.
I (Incomplete) - assigned at the discretion of the instructor when, due to extraordinary circumstances (as determined by the instructor), the student who has successfully completed a substantial portion of the course's work with a passing grade was prevented from completing the work of the course on time. The assignment of an I requires a written agreement between the instr

The assignment of an I requires a written agreement between the instructor and student specifying the time and manner in which the student will complete the course requirements. In no event may any such written agreement allow a period of longer than one year to complete the course requirements (except for students called to active military duty).

If students have University-based conflicts or complaints, including course-related issues, the Student Conflict Resolution Center (sos@ umn.edu or 612-624-7272) offers free and confidential assistance

Attendance

Students are expected to be present in class, and students who miss regularly should not expect to do well in this course. See the "Assignments & Activities" page of this syllabus for more details on class participation.

Sale of Notes

Students may not distribute instructor-provided notes or other course materials, except to other members of the same class or with the express (written) consent of the instructor. Students may not engage in the widespread distribution or sale of transcript-like notes or notes that are close to verbatim records of a lecture or presentation. Students are not permitted to record any part of a class/lab/other session unless explicitly granted permission by the instructor. If the student does not comply, the student may be asked to leave the classroom.

General Expectations & Extra Credit

Students are responsible for knowing all information contained in the syllabus and for meeting all course requirements, observing all deadlines, examination times, and other course procedures. A student is not permitted to submit extra work in an attempt to raise his or her grade unless the instructor has specified at the outset of the class such opportunities will be afforded to all students.

Extra credit opportunities for this class may be offered as part of the School of Journalism and Mass Communication research subjects pool project. More information about this will be forthcoming if/when relevant.

Student Writing Support

15 Nicholson Hall and 9 Appleby Hall – call 612-625-1893 for an appointment or go to http://writing.umn.edu/sws.

Student Writing Support offers face-to-face consulting for all University of Minnesota students working on any writing project. Consulting is available by appointment online and in Nicholson Hall, and on a walk-in basis in Appleby Hall. In addition, SWS offers a number of web-based resources on avoiding plagiarism, documenting sources, and planning and completing a writing project. See http://writing.umn.edu/sws/quickhelp/index.html.

Also, if you feel you need help with writing, you may want a copy of one of the many books that help writers hone their skills. These include:

• The University's *Student Writing Guide* which provides detailed, step-by-step guidance through the writing process and lists numerous writing resources. Available at: writing.umn.edu/sws/assets/pdf/2010swg.pdf
• Kessler, Lauren and Duncan McDonald, *When Words Collide.* Belmont, CA: Wadsworth, most current edition.
• Strunk, William Jr. and E. B. White, *The Elements of Style.* New York, NY: Macmillan Publishers, most current edition.

These are just a few of the many books you can find about quality writing techniques. Your work in this class will be judged, at least in part, on your ability to communicate well.

Disabilities

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

• If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory or physical), please contact DRC at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.
• If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.
• Accommodations are not retroactive, and will be applied in the course only from the date by which you inform the instructor of the situation and present your DRC letter.

Additional information is available at: https://diversity.umn.edu/disability/ Note: Students with special needs may receive this syllabus and other course materials in alternative formats upon request. Contact the SJMC Student Services Center for more information, 612-625-0120.

Student Conduct Code And Definitions

According to the University's Student Conduct Code, scholastic dishonesty means *"plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis."* **.**

TThe HSJMC has its own policy on plagiarism and fabrication, which are considered extremely serious breaches of academic conduct AND professional practice in the media industries. See http://cla.umn.edu/hsjmc/about/plagiarism-fabrication-policy. If you are unsure what constitutes plagiarism or fabrication, you may complete a tutorial on the topic found here: https://ay17.moodle.umn.edu/course/view.php?id=2334.

Proven scholastic misconduct will result in a course grade of F.

Equity, Diversity, Equal Opportunity, Affirmative Action

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

Sexual Harassment

University policy prohibits sexual harassment and retaliation as defined in the May 11, 2012 policy statement. Any individual who believes they have been subjected to sexual harassment or retaliation for reporting sexual harassment can report their concerns to the Office for Equal Opportunity and Affirmative Action (EOAA) at eoaa@umn.edu or 612-624-9547.

Academic Freedom and Responsibility

Academic freedom is a cornerstone of the University and it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help: The instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

Excused Absences

Students are responsible for planning their schedules to avoid excessive conflict with course requirements. Students will not be penalized for absence during the academic term due to unavoidable or legitimate circumstances. Such circumstances do not include voting in a regional, state, or national election. Such circumstances do include: illness, physical or mental, of the student or his or her dependent; medical conditions related to pregnancy; participation in intercollegiate athletic events (but travel or intercollegiate athletic competition during study days and finals week are prohibited, except under certain circumstances); subpoenas; jury duty; military service; bereavement, including travel related to bereavement; religious observances; and activities sponsored by the University if identified by the senior academic officer for the campus or his or her designee as the basis for excused absences.

The instructor has the right to request, and the student must provide if requested, verification for absences, with the exception of a single episode medical absence that does not require medical services. The instructor has the right to request verification for a single episode medical absence if (i) the student has had more than one single episode medical absence in the class, or (ii) the single episode medical absence involves missing laboratory sessions, exams or important graded in-class assignments.

Students must notify their instructors of circumstances leading to a request for makeup work as soon as possible and provide information to explain the absence. Some situations will be sufficiently urgent that arrangements for makeup work cannot be made prior to the date of an absence. In such cases, arrangements should be made as soon as possible following the student's return. Instructors are not obligated to accommodate a student who has missed so much of the critical components of a course, even for legitimate reasons, that arrangements for makeup work would not be reasonable

Student Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via http://www.mentalhealth.umn.edu

Email Protocol

A University assigned student email account is the University's official means of communication with all students. Students are responsible for all information sent to them via their University assigned email account: You are expected to check your umn.edu email account regularly. Email only works for logistics, such as questions with yes/no answers or arranging a meeting with an instructor or a TA. Email does not work for anything that requires explanation, and most questions do. Therefore, visit office hours to get your questions answered. Also, provide full context in your email message, including your full name and a very clear question.