



## **CMS 3400 (90) – Communication Law, Ethics and Diversity**

### **Course Syllabus – Spring 2023**

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#### **Course Description:**

##### **Number and Title:**

CMS 3400 (90) [CRN 26500]

Communication Law, Ethics and Diversity

##### **Credit Hours:**

3.0 semester credit hours (3-0-3)

##### **Catalog Description:**

This course is designed to provide students with an overview of law, ethics and diversity in mass media, a basic understanding of how existing laws control the operation of mass media, and recognition of freedom of expression and press laws in the United States including access to government records. It is designed to give students an understanding of pertinent constitutional, statutory, common, equity, and regulatory laws as they relate to media and communication. The course also analyses several approaches to ethics in media, journalism, and public relations, and examines diversity in the mass media. It also examines how new information and communication technology and social media platforms are shaping media production and reception.

##### **Course Prerequisites and Co-requisites:**

- N/A

##### **Computer Requirement:**

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets

faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to

<http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy>.

### **Software Requirement:**

To properly access the course content, you will need to download the following free software:

- Adobe Reader (needed to access files in PDF format):  
<http://get.adobe.com/reader/>
- Adobe Flash (needed to access video content):  
<http://get.adobe.com/flashplayer/>

### **Computer Skill Prerequisites:**

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™

Only use your CSU e-mail account or the e-mail system included in D2L to communicate academic information to your instructor.

- Able to attach and retrieve attached files via email
- Able to use a Web browser.

### **In-class Use of Student Notebook Computers:**

Student notebook computers will be required to access course materials and to communicate with your instructor.

### **Desire2Learn (Online Classroom):**

On-line activity will take place in Desire2Learn, the virtual classroom for the course. Posting of your work in D2L is a course requirement.

You can gain access to Desire2Learn, by signing on to the SWAN portal and selecting: "D2L" on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at [TheHub@mail.clayton.edu](mailto:TheHub@mail.clayton.edu) or (678) 466-HELP. You will need to provide the date and time of the

problem, your SWAN username, the name of the course that you are attempting to access, and your instructor's name.

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### **Program Learning Outcomes:**

General education outcomes:

The Clayton State University Core Curriculum outcomes (see Area D) are located in the Graduation Requirements section of the [Academic Catalog and Student Handbook](#).

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### **Course Learning Outcomes:**

After successfully completing this course, students will be able to:

- Identify and explain the tenets of the First Amendment
  - Explain the Freedom of Information Act
  - Explain Georgia's Open Records Act
  - Locate and explain a state's law about access to state records
  - Identify and explain three ethical frameworks
  - Analyze an ethical dilemma in mass media and propose a solution
  - Explain the changing nature of diversity in the professional media workplace
  - Identify different approaches to defining diversity in media
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### **Course Requirement and Assignments**

#### **Modality**

This is an Asynchronous **ONLINE** course in which the majority of content will be delivered online. Please pay careful attention to the class schedule provided. In addition, you are expected to engage with the course content on a regular basis and meet established deadlines defined in the syllabus or elsewhere in the course. Students should communicate personal emergencies at their earliest convenience to avoid the recording of absences online where such instances are unavoidable.

#### **Visiting course site on D2L**

You are required to visit our D2L site frequently to do the readings, and participate in our discussions as each one will expire before the next one becomes available. Additional instructions and guidelines will be posted under "Announcements." **I strongly**

**encourage you to turn on notifications for my “Announcements,” as I expect you to know everything I announce. To do that, you can click on the down pointing arrow next to “Announcements,” then click on “Notifications.” From there, you can select the items you want to be notified about.**

## **Readings**

The required readings for each session are posted on D2L (under “Content.”) You are responsible for carefully reading my comments on D2L as well as any other document linked on each page. The readings include my comments on the discussion board. As we go through the semester, we will discuss hypothetical legal and ethical cases. Those cases are part of the syllabus and will be part of your midterm and final exams. It is **your responsibility** to reach out to me for clarification if you find a concept hard to understand. **If I don’t hear from you, it means that you have read and understood the material.**

## **Class Participation**

Participation involves actively engaging in all class and online discussions. This semester, students will be engaged ONLINE only. There will be three discussion forums that we cover in this course and you are required to post your comments on all of them.

**Discussions are not homework or assignments** and you should not treat them as such. A discussion is a conversation between two or more people. In the case of online discussions, you are required to read every comment posted on the board and formulate a response that acknowledges the comments of your peers. This means that you **must not** start a new thread if one already exists on the discussion board (unless stated otherwise in the prompt.)

**Be courteous and respectful.** Discussions are likely to expose you to point of views that you may not necessarily agree with. That is the nature of discourse. **You are encouraged to express your disagreement** and engage your peers in a lively debate, but do it politely and respectfully. Insults and verbal abuse will not be tolerated.

**Your responses must cite course material.** Your opinions are valuable, and I truly appreciate them, but to be eligible for participation credit you **MUST** support your opinions and arguments with relevant laws, doctrines, codes of ethics, philosophies, models, or other material we cover in this course.

**Discussions are open for a limited time.** Discussion topics become available every T/TR and will close at 11:59 PM (Eastern Time) the night before the next topic is due to go live. It is your responsibility to post your comments during the available window. You will not be able to respond to discussion topics after they close.

To earn full participation credit, you will have to participate in at least 4 discussions by the end of the semester with comments that engage your peers and demonstrate that you have read and applied the course material.

Examples of disqualified discussion posts include (but not limited to):

- Starting a new thread, when another thread addressing the same question already exists.
- Ignoring the comments of your peers, or not acknowledging their comments.
- Posting mere opinions not supported by course material
- Ignoring instructor's comments and instructions
- Posting short comments. For example, if you agree/disagree with an earlier comment, writing "I agree," or "I disagree" without explaining why you agree/disagree will not earn you participation credit.

## **Diversity Critique**

This is an individual assignment. Students are required to select a media artifact including, but not limited to your favorite **SITCOM**, **Movie** or **Commercial**, then critique the use of characters, language and other forms of representation that illustrate diversity or lack thereof. Each critique should provide a description of the artifact/content, genre, structure, audience, your critical perspective and a link to the content (approximately 3-5 pages).

## **Midterm exam**

**This** exam will consist of multiple choice and true/false questions and will include both the material in the readings and my comments on D2L.

## **Ethics in the News Presentation (EITN)**

For this assignment your group will select a mass media ethics-related event that has been in the news recently (Note you can select events that were reported on before the first day of class) and share it with the class. Each group is required to explain the ethical issues involved in the case and which professional ethics codes apply. You will then discuss why you agree or disagree with how the event unfolded. Each group should also pose a few questions for the class to discuss. During your presentation your group is responsible for leading/managing discussion of the topic.

Each group should provide an online link for their classmates to read about the event, view video if appropriate, etc. You may provide more than one link if necessary.

You are required to post your questions and link(s) to the designated forum on D2L by 11:59 PM (Eastern Time) the night before. This assignment accounts for 20 percent of your grade. All group members will lose points if the group fails to provide the material on time.

Here are the criteria I will use to evaluate your EITN presentations:

1. Is the topic timely, and does it involve an issue of ethical concern to mass media professionals? (Is the topic media related?)

2. Is the issue clearly explained? Are the ethical concerns clearly articulated?  
Are the appropriate ethics codes applied to the situation?

3. Do the presenters do a good job "managing" class discussion throughout the discussion, responding to classmates' comments and keeping the discussion on track?  
Are the questions related to the ethical issues we have covered in class?

### **Personal code of ethics**

For this assignment you should think about a media related position that you would like to hold and write a code of ethics tailored to that position. You may borrow items from existing codes that we have covered in class or from other sources. You should also come up **with at least three original items** that you think are important to your position. Your personal code of ethics should include the following:

1. A two-three paragraph summary of your ideal media or communication-related job. In this section, you are expected to talk about the responsibilities associated with the position (**not why you are interested in the position, or why you are a good fit for the position.**) Understanding the position is key to writing a personal code of ethics. For every responsibility you list, there should be an item in your code guiding you how to fulfill it ethically.

2. A detailed code of ethics addressing all (or at least most) of the major ethical issues likely to be faced by someone in this position. For guidance in this section, look to the codes of ethics we have discussed in class, specifically the ones most related to your chosen profession. You may also want to look for other ethics codes that may be more appropriate for your specific position. Be sure to cite codes of ethics that you use individually (approximately 2-3 pages).

3. A reference page

### **Final exam**

This exam will consist of multiple choice and true/false questions and will include both the material in the readings and lectures.

### **Instructor Information:**

#### **Instructor:**

Dr. Carolyn Walcott

phone: (678) 466-4746

fax: (678) 466-4899

e-mail: carolynwalcott@clatyon.edu

**Office:** Music Building, Room 217

**Office hours:** Tuesday & Thursday, 10:00-12:00 noon; Online by appointment via TEAMS

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**Class Meetings:**

**ONLINE**

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**Textbook Information:**

Recommended Text: “*Media Ethics: Issues and Cases*” by Philip Patterson, Lee Wilkins, and Chad Painter (9<sup>th</sup> edition/8<sup>th</sup> edition is also good) ISBN: 978-1538112588.

NB. Readings and videos will be assigned through Desire2Learn under the weekly modules.

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**Evaluation:**

Lecture Response Discussion Forums: 3 forums @ 5 points	15
News Reflection Forum	5
Individual Diversity Critique @ 10 points	10
Mid Semester Quiz @ 20 points	20
Ethics in the News Presentation (EITN) @ 20 points	20
Personal Code of Ethics @ 10 points	10
Final Exam @ 20 points	<u>20</u>
<b>TOTAL</b>	<b>100</b>

\* The EITN assignment comprises several components including research, presentation, discussion questions and peer feedback.

**Grading:**

<b>A</b>	90 - 100%
<b>B</b>	80 - 89%
<b>C</b>	70 - 79%
<b>D</b>	60 - 69%
<b>F</b>	below 60%

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**Mid-term Progress Report:**

The mid-term grade in this course, which will be issued by March 1, reflects approximately 45% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, by mid-term, which occurs on March 4. [Instructions for withdrawing are provided at this link.](#)

**The last day to withdraw without academic accountability is Friday, March 3, 2023.**

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## Course Schedule:

The course schedule for COMM 3400 is provided in the table below.  
Readings will be assigned through Desire2Learn.

Date	Topic	Assignment(s) Due (Point Value)
Week 1- 1/9-1/13 2023	Course Introduction & Syllabus  <ul style="list-style-type: none"> <li>• <a href="#">Poynter column on dealing with plagiarism</a></li> <li>• <a href="#">MediaShift column about plagiarism in journalism education</a></li> <li>• <a href="#">Information about Stephen Glass from Wikipedia</a></li> <li>• Watch: <a href="#">CNN interview with Stephen Glass</a></li> </ul>	For the US Constitution, please follow the link: <a href="https://constitution.congress.gov/constitution/">https://constitution.congress.gov/constitution/</a> Please read the Bill of Rights (1 <sup>st</sup> 10 amendments) with attention to Amendment 1 for the next class.
Week 2 1/16-1/20	How law is made?  What is judicial review?	For article 1 on legislative power visit: <a href="https://www.law.cornell.edu/constitution/articlei#section8">https://www.law.cornell.edu/constitution/articlei#section8</a>  For Article 3 on judicial power, visit <a href="https://www.law.cornell.edu/constitution/articleiii">https://www.law.cornell.edu/constitution/articleiii</a>
1/19	NO SHOW DEADLINE	Last day to report to class
Week 3 1/23-1/27	First Amendment	Bill of Rights "Amendment I" is required, but the entire document is worth a read) <a href="https://constitution.congress.gov/constitution/">https://constitution.congress.gov/constitution/</a>  <ul style="list-style-type: none"> <li>• <a href="#">Bethel School District No. 403 v. Fraser</a></li> <li>• <a href="#">Tinker v. Des Moines Independent Community School</a></li> </ul>

Week 4 1/30-2/3	Speech Distinctions and the First Amendment  Access, Journalistic Privilege, FOIA, and Open Records	<a href="#">District</a>  <ul style="list-style-type: none"> <li>• Department of Justice Guide to the Freedom of Information Act (D2L)</li> <li>• <a href="#">Georgia FOIA Laws</a></li> <li>• <a href="#">Judicial Watch v. US Dept of Defense</a></li> </ul>
2/6-2/10	Prior Restraint	<ul style="list-style-type: none"> <li>• Internet Regulation (D2L)</li> </ul>
	Speech on the internet, Indecency and Obscenity	<a href="#">Packingham v. North Carolina</a> <ul style="list-style-type: none"> <li>• <a href="#">Knight First Amendment Institute, et al v. Donald J. Trump, et al</a></li> <li>• <a href="#">How do you solve a problem like 8chan?</a></li> <li>• Indecency and Obscenity (D2L)</li> <li>• <a href="#">"I Know It When I See It." The View from Where?</a></li> <li>• <a href="#">Federal Communications Commission v. Pacifica Foundation</a></li> <li>• <a href="#">Reno v. ACLU</a></li> <li>• <a href="#">Ashcroft v. Free Speech Coalition</a></li> </ul>
	Discussion Forum 1 Due	D2L
2/13-2/17	Libel and Defamation	<ul style="list-style-type: none"> <li>• Libel (D2L)</li> <li>• <a href="#">NYT v. Sullivan</a></li> </ul>
	Privacy	<ul style="list-style-type: none"> <li>• <a href="#">Cason v. Baskin</a></li> <li>• <a href="#">Steinbuch v. Cutler</a></li> <li>• <a href="#">Time, Inc. v. Hill</a></li> <li>• <a href="#">White v. Samsung</a></li> <li>• Watch: <a href="#">Veil of ignorance</a></li> </ul>
2/20-2/24	Copyright	<a href="#">Copyright</a> <ul style="list-style-type: none"> <li>• <a href="#">Digital Millennium Copyright Act</a></li> <li>• <a href="#">Campbell v. Acuff-Rose Music, Inc.</a></li> </ul>

	Ethical Philosophies	Media Ethics: Issues and Cases Chapter 1: An Introduction to Ethical Decision Making (8 <sup>th</sup> and 9 <sup>th</sup> edition pp. 1-18)
2/27-3/3	Objectivity	Media Ethics: Issues and Cases "When Is Objective Reporting Irresponsible Reporting?" (8 <sup>th</sup> edition, pp. 42-44; 9 <sup>th</sup> edition, pp. 55-57)
	Undercover Reporting	<ul style="list-style-type: none"> <li>• <a href="#">Case Study: "Who's the Predator?"</a></li> <li>• <a href="#">Poynter.org recommendations for when it's appropriate to use deception in reporting</a></li> <li>• <a href="#">A reporter defends his undercover work</a></li> </ul>
3/4-3/10	SRING BREAK	NO CLASSES
3/13-3/17	Third party evidence	<ul style="list-style-type: none"> <li>• <a href="#">Radio-Television Digital News Association Code of Ethics</a></li> <li>• <a href="#">Editor &amp; Publisher story about Castillo video</a></li> <li>• <a href="#">Excerpt from Alvaro Castillo video</a> (Warning: Strong and violent language )</li> <li>• <a href="#">Time to Change guidelines</a></li> <li>• El Paso Shooting Suspect's Manifesto Echoes Trump's Language (D2L)</li> <li>• <a href="#">Has anyone actually read the El Paso manifesto?</a></li> </ul>
	Loyalty and Conflict of Interest	Media Ethics: Issues and Cases, Chapter 4 "Loyalty: Choosing Between Competing Allegiances" (8 <sup>th</sup> edition, pp. 81- 90; 9 <sup>th</sup> edition 98-102) • Case Study "Where Everybody

		<p>Knows Your Name: Reporting and Relationships in a Small Market," (8<sup>th</sup> edition, pp. 97-99; 9<sup>th</sup> edition, pp. 124-127)</p> <ul style="list-style-type: none"> <li>• <a href="#">RTDNA Guidelines for Avoiding Conflict of Interest</a></li> </ul>
	Consult on Critique, EITN	Personal research
3/20-3/24	Mid semester test	D2L
3/20-3/24	Person of Interest	<p><a href="#">Richard Jewell case study from Columbia University</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Richard Jewell information in Wikipedia</a></li> <li>• <a href="#">Video featuring Richard Jewell reflecting on his situation</a></li> <li>• CNN story about use of the term "person of interest" (D2L)</li> </ul>
	Special Victims (representation)	<p><a href="#">National Alliance to End Sexual Violence guidelines for media coverage of rape</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Wikipedia entry about Cleveland kidnapping victims</a></li> <li>• <a href="#">Column about news coverage of the kidnap and sexual assault victims discovered in Cleveland in May</a></li> <li>• Watch <a href="#">ABC Nightline explanation of the Duke lacrosse case:</a></li> <li>• <a href="#">Poynter column on `the Duke lacrosse situation</a></li> </ul>
	Discussion Forum 2 Due	D2L
3/27-3/31	Social Media Ethics	<p><a href="#">RTDNA Social Media &amp; Blogging Guidelines</a></p> <ul style="list-style-type: none"> <li>• Media Ethics: Issues and Cases "Whose Facebook Page Is It Anyway" (8<sup>th</sup> edition, pp. 91-93; 9<sup>th</sup> edition pp. 120-123)</li> </ul>

	Photo Journalism	<p>Media Ethics: Issues and Cases, Chapter 8 "Picture This: The Ethics of Photo and Video Journalism," (8<sup>th</sup> edition, pp. 187-198; 9<sup>th</sup> edition pp.251-264)</p> <ul style="list-style-type: none"> <li>• <a href="#">NPPA Code of Ethics</a></li> <li>• PowerPoint presentation (D2L)</li> <li>• Case study of Iraq War photo (D2L) (photos are at the end of the PP presentation)</li> </ul>
4/3-4/7	Advertising and Strategic Communication	<p>Media Ethics: Issues and Cases, Chapter 3: "Strategic Communication," (8<sup>th</sup> edition, pp. 51-64; 9<sup>th</sup> edition pp 64-79)</p> <ul style="list-style-type: none"> <li>• <a href="#">American Advertising Federation Code of Ethics</a></li> </ul>
	Case Study: Dove Beauty Campaign	<p>Watch: <a href="#">Dove Real Beauty Sketches video</a></p> <ul style="list-style-type: none"> <li>• Watch: <a href="#">Dove Transformation Commercial</a></li> <li>• Watch: <a href="#">Dove Choose Beautiful video</a></li> <li>• Read: <a href="#">Huffington Post article about the campaign's 10th anniversary</a></li> </ul>
	Diversity Critique Due	<a href="#">D2L</a>
4/10-4/14	Public Relations	<p><a href="#">PRSA Code of Ethics</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Institute for Public Relations statement on ethics and PR</a></li> <li>• Textbook Case Study: Quit, Blow the Whistle, or Go with the Flow? (8<sup>th</sup> edition pp. 104-107; 9<sup>th</sup> edition pp. 127-131)</li> </ul>
	Diversity in Front of the Camera	<a href="#">2018 GLAAD Studio Responsibility Index</a>

		<ul style="list-style-type: none"> <li>• <a href="#">Boxed in report</a></li> </ul>
4/17-4/21	Diversity Behind the Camera	Women of Color in News – read pages 6 – 18 and 30 -35 (D2L) <ul style="list-style-type: none"> <li>• <a href="#">2018 GLAAD Studio Responsibility Index</a></li> <li>• <a href="#">Boxed in report</a></li> </ul>
	Discussion Forum 3 Due	D2L
4/24-4/28	EITN Presentations Due	No reading
	Personal Code of Ethics Due	D2L
5/1	Last day to withdraw with a WF	
5/1-5	Final Exam	D2L

## Course Policies:

### General Policy

Students must abide by policies in the Clayton State University Student Handbook, and the [Basic Undergraduate Student Responsibilities](#). The Student Handbook is part of the [Academic Catalog and Student Handbook](#).

### University Attendance Policy

Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

### Course Attendance Policy

Attendance is expected for all class periods based on the roster system online. Students are responsible for marking themselves present.

### Turning in Assignments

All assignments are to be turned in electronically via the appropriate assignment box on D2L by 11:59 PM on the due date. Acceptable formats are:

Microsoft word (.doc, .docx)  
Plain text (.txt)  
Portable document format (.pdf)  
Rich text format (.rtf)

Please do not PDF assignments for ease of grading and feedback.

And for presentations:

Microsoft PowerPoint (.ppt, .pptx)  
Apple Keynote (.keynote)

### **Missed Work**

Due dates for all course work are posted above. If you know you have a schedule conflict, submit your work early. Without a valid excuse, a grade of zero points will be assigned for all missed work. Even if a valid excuse is provided:

- Discussion Forums and Peer Feedback require timely interaction with your peers, and therefore cannot be made up after the deadline has passed.

### **Academic Dishonesty**

Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the [Office of Community Standards](#). Judicial procedures are described in the section of the [Academic Catalog and Student Handbook](#) titled, Procedures for Adjudicating Alleged Academic Conduct Infractions.

### **Plagiarism Detection Software**

Students agree that by taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included.

### **Disruption of the Learning Environment**

Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom

behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

More detailed descriptions of examples of disruptive behavior are provided in the Clayton State University [Academic Catalog and Student Handbook](#).

## **Complaints**

Complaints about separate assignments should be discussed with the instructor. Complaints about the final grade should be discussed with the instructor in at least one conference soon after the next term begins. If the conference on the final grade does not resolve the problem, the complaint should then be taken to the department chair of Visual and Performing Arts.

## **Center for Academic Success**

The Center for Academic Success (CAS) provides personalized one-on-one peer and professional staff tutoring in over 100 core subjects. The Center is located in Edgewater Hall Suite 276. The CAS also offers moderated study groups, informal study sessions, a comfortable study environment, a student study lounge, *and it's all free!* Use the CAS if you need help; become a tutor if you don't. For more information you can e-mail the center at [thecas@clayton.edu](mailto:thecas@clayton.edu)

## **Writing Assistance**

The goal of the Writers' Studio is to give rise to better writers, not just to better writing. People who love to write, people who struggle mightily with it, and people who fall anywhere else on the spectrum can find a place at The Writers' Studio—a place for students to come for writing guidance and feedback.

The Writers' Studio's contact information:

### **For Bookings:**

Location: Room 224 in the Arts and Sciences Building, G-224  
Phone: 678-466-4728



Email: [writers@clayton.edu](mailto:writers@clayton.edu)  
Website: [Writers' Studio - Clayton State University](#)  
Booking: [Writers' Studio – Scheduler](#)  
Virtual Front Desk on Teams: [Writers' Studio – Virtual Front Desk](#)

**In-person consultations:** You will feel immediately welcome in this space. Gather around a table to discuss your writing issues; cozy up on a comfortable chair. A peer writing consultant who has been trained in writing response will talk with you one-on-one at any stage of your writing, about any aspect of it, regarding any subject you're addressing. Sessions are available for either 30 or 60 minutes.

**Email consultations** are two-hour sessions where writers submit their work for feedback from their CSU email account. Writers submit both a draft of their work and the assignment description. In turn, writing consultants provide revision-based comments in a feedback letter.

**Virtual consultations** are virtual sessions where writers and consultants meet on Microsoft Teams. Writers share their work on Microsoft Teams and review the work together with consultants through Microsoft Word Online or another software that is appropriate for the assignment format. Sessions are available for either 30 or 60 minutes.

In-person and virtual drop-ins are welcome. Scheduling is available through [Microsoft Bookings](#) (at <https://csuloch.link/377CQS2>).

How to Schedule a Writing Consultation:

1. To schedule, you may email us at [writers@clayton.edu](mailto:writers@clayton.edu) or click on our [Bookings](#) page.
2. Choose the type of service you'd like (in-person or online).
3. Choose your preferred time.
4. You will be contacted to confirm your appointment.

For help with scheduling or for general questions, call us 678-466-4728, email us at [writers@clayton.edu](mailto:writers@clayton.edu), or contact our [front desk assistants on Microsoft Teams](#)

## **Weapons on Campus**

Clayton State University is committed to providing a safe environment for our students, faculty, staff, and visitors. Information on laws and policies regulating weapons on campus are available at

<http://www.clayton.edu/public-safety/Safety-Security/Weapons>

## **A Note on Sexual Misconduct**

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibits discrimination on the basis of sex. Sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking — is also prohibited at our school.

Our school encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and our school can respond appropriately.

If you wish to speak confidentially about an incident of sexual misconduct, want more information about filing a report, or have questions about school policies and procedures, please contact our Title IX Coordinator, which can be found on our school's website.

Our school is legally obligated to investigate reports of sexual misconduct, and therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible.

As a teacher, I am also required by our school to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident.

## **COVID-19 Health and Safety Statement**

Clayton State University is committed to providing and promoting a healthy and safe learning environment. Anyone who is feeling ill should refrain from coming to campus and should consult the symptoms related to COVID to determine if a visit to a physician or clinic is necessary. Any faculty, staff or student who has tested positive for COVID or has been potentially exposed to someone with COVID should report their case using the [COVID Reporting Form](#) before coming to campus. Once the report is submitted you will receive further instructions via your CSU email. Individuals on campus who choose to wear a face mask are free to do so at any time.

## **Personal/Emotional Concerns**

A range of issues can cause barriers to learning, such as stress, strained relationships, feeling down, difficulty concentrating, and lack of

motivation. During the semester, if you find that life stressors are interfering with your academic or personal success, consider contacting Counseling and Psychological Services (CAPS.) All students are eligible for counseling services at no charge. CAPS is located in Edgewater Hall, Room 245. You can reach them by phone at 678-466-5406 or email to request an appointment at [counseling@clayton.edu](mailto:counseling@clayton.edu). Students can reach the 24/7 Support Line by calling 833-855-0084.

**HAVE A PRODUCTIVE SEMESTER!**

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