



TEXAS TECH UNIVERSITY
College of Media
& Communication

“There are no foreign lands. It is the
traveler only who is foreign.”

- Robert Louis Stevenson

JOUR 3370: Global Journalism

Monday-Wednesday-Friday

10:00-10:50 a.m.

COMC room 353

Office Hours

.Monday-Wednesday-Friday

11:00 a.m.-12:30 p.m. or by appointment

COMC office # 406

Walk-ins are welcome!

Miglena Sternadori, Ph.D.

Associate Professor

miglena.sternadori@ttu.edu

TA: Grace Kalka

grace.kalka@ttu.edu



Course Description

In this course, we will talk about how news is “made” and consumed in global and “glocal” contexts. We will view other media systems within the context of their own cultures, rather than as aberrations from the U.S. model, and will explore the role of transnational journalistic entities in shaping the global news agenda.

Textbooks & Materials

- *Articles and videos posted on Blackboard*
- *The “world” sections of The New York Times and CNN.com (to follow international news)*

Learning Objectives

Objective 1: Develop a broad understanding of how global journalism has evolved in recent years and the trends likely to influence it in the future.

Objective 2: Demonstrate proficiency in explaining how individual countries’ media systems fit within regional and transnational models of journalism practice.

Objective 3: Develop cross-cultural sensitivity needed by media professionals in a global world

Objective 4: Show an ability to conduct self-directed research in regard to political, economic, and technological changes that are likely to affect the ways in which journalists tell stories around the world.

Attendance

Please be present in **every** class unless an emergency arises. There is no magic number of absences tied to your grade. However, note that I will keep attendance record via TopHat. If you try to submit the attendance code, but experience a glitch, please sign your name on a sheet of paper and hand it to me the end of class. **Please do not cheat by submitting the code with help from a friend even though you are not in class because this violates TTU’s academic integrity policy.**

I will record all attendance via Texas Tech’s GradesFirst platform (appointments.ttu.edu). If and when you miss class, you will receive an automated email that your absence was recorded. The email will also urge you to review the syllabus and meet with me. Please note that the university’s OP 34.04 states the following: **“When absences jeopardize a student’s standing in a class, it is the responsibility of the instructor to report that fact to the student’s dean. Excessive absences constitute cause for dropping a student from class.”** Please read the university’s full academic performance policy at <http://www.depts.ttu.edu/opmanual/OP34.04.pdf>

I will not automatically drop your grade by a letter after some magic number of absences. Rather, your grade would be gradually eroded every time you are not in class. A little bit at a time adds up to a lot in the end. When you are absent, you would miss participation points and in-class-assignment points. (You can take quizzes via



TEXAS TECH UNIVERSITY
**College of Media
& Communication**

TopHat even if you are absent, but I do not recommend it.) Such missed points will inevitably affect your overall grade. You can make up quizzes if you have a doctor's note that you were unable to come to class, or show proof that you are attending a TTU-sponsored events or religious holidays. You also get one "freebie" quiz that you can make up without any explanation.

If you have a family emergency or a medical problem that will require missing multiple classes, immediately contact the Dean of Students office at 806.742.2984. The Dean of Students can inform your professors that you need accommodation.

Texting and Social Media

Great tools! However, it is NOT OK to be texting, checking social media sites or apps, or doing online shopping during class. When someone is speaking, please give that person your full attention.

Deadlines

Late assignments (such as the interview) are acceptable only under exceptional circumstances, such as a documented medical emergency. All other late submissions will lose 10% of the total value of the assignment for each day late.

Graded Assessments

Please invest an honest effort. Do the readings, and do the work. Each graded assignment is described below.

Interview with Bilingual/Bicultural Person (learning objectives 2 and 3)

Each of you will approach an undergraduate/graduate student, a faculty member, or any other person who was born outside the U.S., and ask to interview him or her about the news in their country of origin. Most of you will probably find it easiest to interview an international student. You could also interview someone who is an American but is bicultural and bilingual, and has lived abroad for an extended period of time.

Please do NOT interview anyone in the following categories:

- (a) people who speak only one language**
- (b) those were very young when they moved to the U.S. and do not know/ remember much about their country of origin**
- (c) people who have only lived on a military base abroad**
- (d) anyone who is from (or has lived for a long time in) the UK, Australia, Canada, New Zealand, or any U.S. territories, such as the U.S. Virgin Islands, Puerto Rico, Guam, etc.**

Record the interview and upload it to SoundCloud, One Drive, Dropbox, Google Drive, or YouTube. Go to the sharing settings and copy the link to the audio. Paste the link to the recording at the bottom of your paper. Submit the paper to Blackboard.



TEXAS TECH UNIVERSITY
College of Media
& Communication

In the paper, list the person's complete name and contact information. **If I cannot verify the identity of the interviewee OR there is no audio, the assignment will receive zero points.** In the paper, please present abridged answers to the following questions in a Q&A format:

1. What languages do you speak fluently?
2. What newspapers and TV/radio channels did you read or watch in your country of origin?
3. Why did you choose these news outlets and not others?
4. What is currently the most important news story in your country of origin?
5. What do/ did you like about the mass media in your country of origin?
6. What do/did you dislike about the mass media in your country of origin?
7. What is the biggest misconception people in the U.S. have about your country of origin?

Please conclude the paper with a paragraph (three sentences or more) about how the interview related to any of the class readings and discussions. Please be specific when explaining the connection. **The interview is due via Blackboard by 11:59 p.m. on Friday, April 27.**

Quizzes and Exams (learning objective 1)

Each of the quizzes will consist of 5 multiple-choice questions, **with one bonus question.** The quizzes will be presented via Top Hat, usually at the beginning of class. To prepare, take notes on the assigned readings, take notes during lectures, and follow current international news. The quizzes will often include a question or two from the previous lecture. Keeping notes on anything we watch or discuss in class is important.

There will be no midterm, but there will be a **final take-home exam**, with 35 random questions pooled from earlier quizzes as well as from all readings and lectures throughout the semester. **You may earn up to 3 bonus points on the exam.** More than 75% of the questions will come from quizzes throughout the semester. Make sure to take notes about the quiz questions throughout the semester. Review and have these notes in front of you when you start the final. **Please do not race through the final exam. There is no option to retake the final if your score is lower than you would like it to be.**

Class Participation (learning objectives 1 and 2)

You can earn 0-1.5 points for participation in class discussions via Top Hat each day. The tiers are as follows:

- 0: non-attendance
- .5: "silent" attendance (present without participation)
- Something between .5 and 1.5 (you answered well at least one of the discussion questions)

On group project days, I will take attendance via TopHat, but there will be no class participation points.

Group Projects (learning objectives 2 and 4)

Several times during the semester, we will break into small groups and work on projects intended to address questions related to global journalism. **A team can have a maximum of four members.** These assignments may entail researching the media systems of specific countries or proposing global interventions. They will be graded on a team basis, meaning that each team member will receive the same grade that was assigned to the



overall project. **Each of the first four group projects will be worth 10 points. For each of the projects, youp to 5 bonus points may be assigned to the top-scoring group for each project, as determined by the teaching assistant and the instructor.**

When you are submitting your project sheet, please do not write in the name(s) of absent group members. You can make up a group projects only if you have a doctor's note or some other proof of excused absence, such as for attendance of a TTU athletic event.

Ignite Presentation (learning objectives 1 and 4)

The fifth and last group project will be a 5-minute Ignite presentation (20 PowerPoint slides, 15 seconds each, on auto-advance). For examples, see www.ignitetalks.io. The presentation must be about your journalism nonprofit idea (group project # 4). This will require some prep time, both inside and outside the classroom. **Please submit your presentation on Blackboard by 9:30 a.m. on Monday, April 30.** All group members should submit a copy of the presentation, even though the slides are the same for all members of your group.

After you are done with your slides, I encourage you to practice your presentation. Please present in an engaging way, with visuals, and do not read your slides! **This presentation is worth 15 points. The best presentation and the best nonprofit idea (voted by you) will receive up to 5 bonus points.**



IMPORTANT: You can check your current grade at any time during the semester by looking at the current total grade column in Blackboard.

Grading Scheme

The total number of points in the course is broken down as follows. Your grade reflects straight percentages.

Grade	Percentage	Points
A	90-100%	270-300
B	80-89%	240-269
C	70-79%	210-239
D	60-69%	180-209
F	up to 59%	up to 179

- ❖ Class participation: 30 x 1.5 = 45 pts
 - ❖ Quizzes: 28 x 5 points = 140 points
 - ❖ Bilingual/bicultural interview: 25 points
 - ❖ Group projects: 55 points
 - ❖ Final (take-home) exam: 35 points
- Total: 300 points**



Extra Credit

You may earn **up to 10 points** of extra credit by participating in COMC studies using the SONA system. You may sign up to participate in approved research projects by creating an account here: <http://ttucomc.sona-systems.com>. You earn study credits based on the duration required by a study (1 credit = 1 hour of study participation). A SONA credit is worth 5 extra-credit points in this course. This is a good way to make up missed class participation points or a missed group project.

If you do not wish to complete SONA studies, there is an alternative way to earn up to 10 points by watching a film and writing a report on it. To complete the alternative assignment, watch one of the following films:

- [City of Ghosts](#) (streams on Amazon Prime, free with Prime membership)
- [The Killing Fields](#) (streams on YouTube, free)
- [The Control Room](#) (stream on YouTube, free)

Please really watch the film you choose. Don't just copy the description from IMDB and then spin it to try to fit the assignment. Write a one-to-two-page response paper, and submit it on Blackboard no later than 11:59 p.m. on May 15. In each response, please:

- Make three connections between your chosen film and any of the assigned readings during the semester. Be specific, and reference the reading by author and page number. Do NOT fill space by retelling the film (I have seen all three of them, so I know what happens in each one).
- Explain each connection in three or more sentences. Include what surprised you in terms of specific insights that you had not considered before.
- Make substantive points to show that you are thinking, not merely going through the motions.

Please note: You can either do the SONA credit or the film report. You can't earn extra credit for both.

Communication

To receive reminders from me, please sign up for the Remind app (text 81010 @ globaljou). I will do my best to respond to emails within one **business day**. **I will not be responding on weekends**. If you have a grade-related question or one that requires a longer conversation, stop by during office hours or make an appointment to meet.



IMPORTANT: There are certain types of emails to which I will not respond. Please see the appendix titled Email Rules at the end of the syllabus.

24/7 Policy

You must wait 24 hours after receiving a grade before discussing it with me. After the initial period of 24 hours, you have seven (7) days to question the grade.

ADA Statement

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students



TEXAS TECH UNIVERSITY
**College of Media
& Communication**

should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in West Hall or call 806-742-2405.

Academic Integrity Statement

Academic integrity is taking responsibility for one's own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. [Texas Tech University ("University") Quality Enhancement Plan, Academic Integrity Task Force, 2010]

Religious Holy Day Statement

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

Discrimination, Harassment, And Sexual Violence Statement

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other [Title IX violations](#) are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: TTU Student Counseling Center, 806-742-3674, <https://www.depts.ttu.edu/scc/> (Provides confidential support on campus.) TTU 24-hour Crisis Helpline, 806-742-5555, (Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.) Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, voiceofhopelubbock.org (24-hour hotline that provides support for survivors of sexual violence.) The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, <https://www.depts.ttu.edu/rise/> (Provides a range of resources and support options focused on prevention education and student wellness.)



TEXAS TECH UNIVERSITY
**College of Media
 & Communication**

Texas Tech Police Department, 806-742-3931, <http://www.depts.ttu.edu/ttpd/> (To report criminal activity that occurs on or near Texas Tech campus.)

Civility in the Classroom Statement

Texas Tech University is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university business, including the conduct of student–student and student–faculty interactions in and out of the classroom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive or obscene language and/or behavior will be subject to appropriate sanctions according to university policy. Likewise, faculty members are expected to maintain the highest standards of professionalism in all interactions with all constituents of the university (www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php).

LGBTQIA Support Statement

I identify as an ally to the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, and I am available to listen and support you in an affirming manner. I can assist in connecting you with resources on campus to address problems you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at Texas Tech. Please note that additional resources are available through the Office of LGBTQIA within the Center for Campus Life, Student Union Building Room 201, www.lgbtqia.ttu.edu, 806.742.5433.”

Spring 2018 Class Schedule

Friday, Jan. 19 Introduction	What are we going to do this semester? <ul style="list-style-type: none"> ○ Discuss syllabus ○ Ignite presentations ○ Test out Top Hat (bonus points)
Monday, Jan. 22 The Danger of a Single Story	What is global journalism? <ul style="list-style-type: none"> • No reading assigned (yet ☺) • Class participation 1 (via TopHat)
Wednesday, Jan. 24 Cultural Dimensions	Assigned reading: “The Ethnic Theory of Plane Crashes” <ul style="list-style-type: none"> ○ Quiz 1 (on reading, lecture notes, current events) ○ Class participation 2 (via TopHat)
Friday, Jan. 26	Assigned reading: “Learn Languages; Start with Your Own” <ul style="list-style-type: none"> • Quiz 2 (on reading, lecture notes, current events)



Global Englishes	<ul style="list-style-type: none"> • Class participation 3 (via TopHat)
Monday, Jan. 29 Global Crisis Reporting	<p>Assigned reading: “Global Crisis? What Crisis?”</p> <ul style="list-style-type: none"> ○ Quiz 3 (on assigned reading, lecture notes, current events) ○ Class participation 4 (via TopHat)
Wednesday, Jan. 31 Global Facts, Global Emotions	<p>Assigned video: <i>PBS NOW: Caring about Congo</i> (22 min.)</p> <ul style="list-style-type: none"> • Quiz 4 (on video, lecture notes, current events) • Class participation 5 (via TopHat)
Friday, Feb. 2 CNN Effect & Compassion Fatigue	<p>Assigned reading: “The ‘CNN Effect’ and ‘Compassion Fatigue’”</p> <ul style="list-style-type: none"> ○ Class participation 6 (via TopHat) ○ Quiz 5 (on reading, lecture notes, current events)
Monday, Feb. 5 Over- & Under-reported Crises	<p>Assigned video: <i>How Not To Be Ignorant about the World</i></p> <ul style="list-style-type: none"> ○ Quiz 6 (on video, lecture, current events) ○ Class participation 7 (via TopHat) ○ In-class TED talk: <i>The global food waste scandal</i> (14 min.)
Wednesday, Feb. 7 Zippping around the World...	<p>Assigned reading: “Happy Landings: A Defense of Parachute Journalism”</p> <ul style="list-style-type: none"> • Quiz 7 (on reading, lecture notes, current events) • Class participation 8 (via TopHat)
Friday, Feb. 9 ... or Listening to Local Voices?	<p>Assigned reading: “Bloggers as the New Foreign Correspondents”</p> <ul style="list-style-type: none"> ○ Quiz 8 (on reading, video, lecture notes, current events) ○ Class Participation 9 (via TopHat)
Monday, Feb. 12 Group Project 1	<p>We will analyze the human-rights content on www.globalvoices.org</p>
Wednesday, Feb. 14 From Proprietary Info ...	<p>Assigned reading: “Histories of Media Globalization”</p> <ul style="list-style-type: none"> ○ Quiz 9 (on reading, lecture notes, current events) ○ Class Participation 10 (via TopHat)
Friday, Feb. 16	<p>Assigned video: <i>How to Track Corruption across Borders</i> (65 min.)</p> <ul style="list-style-type: none"> ○ Quiz 10 (on reading, lecture notes, current events)




... to Global Collaboration	<ul style="list-style-type: none"> ○ Class Participation 11 (via TopHat)
Monday, Feb. 19 Group Project 2	<p>In-class TED talk: How I named, shamed, and jailed (14 min.)</p> <ul style="list-style-type: none"> • We will propose ways to turn the project in the video into a global collaboration
Wednesday, Feb. 21 Regional Media Systems	<p>Assigned reading: “Media and Political Systems”</p> <ul style="list-style-type: none"> ○ Quiz 11 (on reading, lecture notes, current events) ○ Class participation 12 (via TopHat)
Friday, Feb. 23 Media in Context	<p>Assigned video: <i>The Mafia’s War on Italy’s Journalists</i> (7 minutes)</p> <ul style="list-style-type: none"> • Quiz 12 (on reading, lecture notes, current events) • Class participation 13 (via TopHat)
Monday, Feb. 26 Mediterranean Model	<p>Assigned reading: “The Mediterranean or Polarized Pluralist model”</p> <ul style="list-style-type: none"> ○ Quiz 13 (on reading, lecture notes, current events) ○ Class participation 14 (via TopHat)
Wednesday, Feb. 28 North European Model: Part I	<p>Assigned video: <i>Media and Journalism in Iceland</i> (7 min.)</p> <ul style="list-style-type: none"> • Quiz 14 (on video, lecture notes, current events) ○ Class participation 15 (via TopHat)
Friday, March 2 North European Model: Part II	<p>Assigned reading: “The North/Central European or Democratic Corporatist Model”</p> <ul style="list-style-type: none"> • Quiz 15 (on reading, lecture notes, current events) • Class participation 16 (via TopHat)
Monday, March 5 North Atlantic Model: Part I	<p>Assigned video: <i>Hacking: Power, Corruption and Lies</i> (58 min.)</p> <ul style="list-style-type: none"> • Quiz 16 (on reading, lecture notes, current events) • Class participation 17 (via TopHat)
Wednesday, March 7 North Atlantic Model: Part II	<p>Assigned reading: “The North Atlantic or Liberal Model”</p> <ul style="list-style-type: none"> • Quiz 17 (on reading, lecture notes, current events) • Class participation 18 (via TopHat)
Friday, March 9 In-class Movie	<p>“News from the Holy Land: Theory & Practice of Reporting Conflict” +2 bonus points for attendance</p>



March 11-19



<p>Monday, March 19</p> <p>Group Project 3</p>	<p>Teams will compare the ethics codes of American and Swedish journalists</p>
<p>Wednesday, March 21</p> <p>Post-Communist Model</p>	<p>Assigned reading: “The Eastern European or Post-Communist Model”</p> <ul style="list-style-type: none"> • Quiz 18 (on reading, lecture notes, current events) • Class participation 19 (via TopHat)
<p>Friday, March 23</p> <p>Political News Cultures</p>	<p>Assigned reading: “Dimensions of Political News Cultures”</p> <ul style="list-style-type: none"> • Quiz 19 (on reading, pre-break video, notes, current events) • Class participation 20 (via TopHat)
<p>Monday, March 26</p> <p>Global Press Control</p>	<p>Assigned reading: “Changing Ideologies of Press Control”</p> <ul style="list-style-type: none"> ○ Quiz 20 (on reading, lecture notes, current events) ○ Class Participation 21 (via TopHat)
<p>Wednesday, March 28</p> <p>Global Press Freedom</p>	<p>Assigned video: <i>Journalism Is the Frontline</i> (25 min.)</p> <ul style="list-style-type: none"> • Quiz 21 (on video, lecture notes, current events) • Class participation 22 (via TopHat)
<p>Friday, March 30</p> <p>In-class Movie</p>	<p>We will watch ‘Uncensored: Narco Journalism’ (Amazon, 52 min.)</p> <p>+ 2 points bonus attendance</p>
<p>Monday, April 2: No class ☺</p> 	



Wednesday, April 4 Global War Journalism: Part I	Assigned film: <i>The War You Don't See</i> (97 min.) <ul style="list-style-type: none">○ Quiz 22 (on film, lecture notes, current events)○ Class participation 23 (via TopHat)
Friday, April 6 Global War Journalism: Part II	Assigned reading: "War Reporting: Vietraqistan" <ul style="list-style-type: none">● Quiz 23 (on reading, lecture notes, current events)● Class participation 24 (via TopHat)
Monday, April 9 Global Peace Journalism	Assigned reading: "Diplomacy and Journalism" <ul style="list-style-type: none">○ Quiz 24 (on reading, lecture notes, current events)○ Class participation 25 (via TopHat)
Wednesday, April 11 Cross-Cultural Interviewing	Assigned reading: "When West Writes East" <ul style="list-style-type: none">○ Quiz 25 (on reading, lecture notes, current events)○ Class participation 26
Friday, April 13 Guest Speaker: Dean David Perlmutter	+ 1 bonus point for attendance Be sure to take notes!
Monday, April 16 Global Journalism Ethics	Assigned reading: "Universals and Differences in Global Journalism Ethics" <ul style="list-style-type: none">○ Quiz 26 (on reading, guest lecture notes, current events)○ Class participation 27 (via TopHat)
Wednesday, April 18 Contextual Ethics	Assigned reading: "Contextual Ethics and the Arab Mass Media" <ul style="list-style-type: none">● Quiz 27 (on reading, lecture notes, current events)● Class participation 28 (via TopHat)
Friday, April 20 Global "MoJo"	Assigned reading: "Global Mobile Phone Uses in Journalism" <ul style="list-style-type: none">● Quiz 28 (on assigned reading, lecture notes, current events)● Class participation 29 (via TopHat)
Monday, April 23 Group Project 4	Teams will be "given" \$50,000 to invest in a global journalism nonprofit. Best ideas win bonus points.



<p>Wednesday, April 25</p> <p>Prepping IGNITE Presentations</p>	<p>Please bring <i>at least</i> one laptop per team I will show you the best examples from previous semesters. Be prepared to research and practice your presentation!</p>
<p>Friday, April 27</p> <p>Guest Lecture on media in Southeast Asia: Rauf Arif</p>	<ul style="list-style-type: none"> • DUE via Blackboard: Bilingual/ bicultural Interview • Class participation 30 (via TopHat)
<p>Monday, Friday, April 30</p> <p>IGNITE Presentations: Day 1</p>	
<p>Wednesday, May 2</p> <p>IGNITE Presentations: Day 2</p>	
<p>Friday, May 4</p> <p>IGNITE Presentations: Day 3</p>	
<p>Monday, May 7</p> <p>FINAL EXAM REVIEW</p> <p>We'll go over all past quiz questions in class</p>	
<p>Final exam (on Blackboard)</p> <p>You must complete the exam on Blackboard by 11:59 p.m. on May 15.</p> <p>This is an online, open-notes, take-home exam. More than 75% the questions will come from quizzes. Make sure to review! ☺</p>	



Appendix: Email Rules

Most emails I receive are very well-written, respectful, and appropriate. However, some are not. Please consult these rules every time before emailing me.

I will not respond to any email that:

1. Lacks a subject line OR has a subject line not clearly related to the subject of the email.

Example: o.

Answer: huh?

2. Lacks an appropriate greeting or any greeting whatsoever. Misspells my name.

Example: Hullo there Mrs. Strenadori.

Appropriate: Good morning, Dr. Sternadori.



Please use an academic title: “Dr. Sternadori.”
Avoid non-academic titles, such as “Mrs.,” “Ms.,” or “Miss.”

3. Contains a question that is already answered in the syllabus.

Example: Why did I receive 1 out of 2 points for class participation?

Answer: Because you did not participate in class discussions. The grading rubric says “silent attendance” is worth 1 point.

4. Asks for information that I have already provided.

Example: Do you mind sending me that login again?

Answer: If you deleted an important email by mistake, please ask a classmate to forward it to you.

5. Contains a question about what we did last time in class.

Example: hey I have hadeche cause im super hungover. did i miss anything in class today.

Answer: Yes, you did. Check the class schedule in the syllabus. Read the reminders and other emails I have sent. Ask a classmate for his or her notes from the day you missed class. After you have done these things, if you still have a question, please email me or meet with me.

6. Contains excessive typos and grammatical errors.

Example: I will not be able to attend tommorrows class due to the fact that i have had a 99-102 degree fever for the past 3 days and have not been able to adequtley study and prepare for the exam. ... I will also be able to provide a doctors note not proving that what I am saying is true.



Answer: I am sorry you are not feeling well. I do not understand the rest of your email. When you have the doctor's note, send it to me, and make a clear request.

7. Contains errors of word usage that confuse the meaning.

Example: Am I able to meet with you today?

Answer: I don't know. Are you able to?

If you are asking whether I am available, phrase it accordingly: "Hi, Dr. Sternadori, Are you available to meet with me today? I'd like to discuss topics X, Y, and Z."

8. Contains a question about something I have announced in class.

Example: I just wanted to confirm that the interview is due today.

Answer: Yes. I announced this in class. The class is a public forum of which you are a part. If you missed what I said, ask at least two classmates. If their responses are inconsistent, please do email me. Also, please see the due date on Blackboard.

9. Informs me that your assignment will be late or you will be missing class without a valid excuse.

Example: I am writing to inform you that my assignment will be late because I am super busy this week. Also, my birthday is on Tuesday, so I am not going to be in class. Sorry for any inconvenience.

Answer: Thank you for letting me know, and happy birthday. If you want an extension, ask clearly: "Could I please submit assignment X two days late?" Also, please provide more substantial reasons why you need the extension.

10. Tells me that I am obligated to respond to all of your emails because your tuition pays my salary.

Example: I pay for tuition for my instructor's to get paid so u must respond to my emails.

Answer: You pay your tuition to Texas Tech, which is a state institution, and the state of Texas pays my salary. The state expects me to help prepare you for the workforce and for lifelong learning. Because of that, if I judge your email to be unprofessional, I reserve the right to ask you to abide by the email etiquette expected by most workplaces before I respond.

* The examples above come either from emails I have personally received over the last 10 years or from emails other professors have received and discussed as examples of inappropriate communication. Some examples have been redacted for conciseness. The senders of these emails are not identifiable, and the use of such examples is in compliance with FERPA.