



JOURNALISM AND
MEDIA COMMUNICATION
COLORADO STATE UNIVERSITY

JOURNALISM AND MEDIA COMMUNICATION

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(970) 491-6310
journalism.colostate.edu

10/07/2025

To Whom It May Concern:

This is evidence of past positions for Abu Ahmed for the position of Instructor of Record for the Journalism and Media Communication Department. The responsibilities for this appointment were to lead the main lecture and assist in JTC 210: Newswriting. Moreover, the tasks usually included conducting discussion/recitation/lab sections, holding office hours, assisting in the preparation of assignments and examinations, and grading assignments and examinations. Instructor of Records, including Abu Ahmed, were expected to devote themselves full time to their teaching duties and academic work. Abu Ahmed was the Instructor of Record for JTC210 for the Fall 2023, Spring 2024 and Fall 2024 semesters. Moreover, Abu Ahmed did exceptional work and proved to be a reliable, organized, and trustworthy instructor. Highly praised for his work and dedication, Abu Ahmed has always been an excellent instructor.

Employer Contact Information:

Colorado State University (ID 84-6000545)

Department/Employer: Journalism and Media Communication

Telephone: 970-491-2860

Student's Immediate Supervisor: Marilee Long and Katie Abrams

Employer's Signature: Marilee Long

Title: Department Chair

October 15, 2025

To whom it may concern:

I am writing to give a strong recommendation to Taib Ahmed as he seeks academic jobs. I have known him since 2018 when he came to UW-Milwaukee to pursue his master's degree and serve as a teaching assistant in my media writing course. I was impressed then with his work ethic and commitment to student success in that role. I have kept up with him during his PhD studies. I believe he brings the whole package of passion for teaching, research prowess, and collegiality to be a great fit in whatever campus is lucky enough to hire him.

I worked with Taib most directly as his teaching supervisor for four semesters. He was a lab instructor in our introduction to media writing course, which I oversee. As part of his work in that course he has taught undergraduate students the basics of writing for news formats, strategic communication formats and academic media analysis to labs of 10-16 students. Taib has been a valuable member of the teaching team of 4-5 graduate students per semester. He interacts respectfully with his peers and assists other lab instructors in developing teaching strategies for the course materials. He takes feedback well.

I observed him in the classroom and can testify to the hard work he puts in to reach students who have not had much exposure to media writing. He delivered weekly modules and provided strong written feedback to students on their work. He also made good use of his professional background as a journalist to impart lessons from the field to his students. During his first semester, a student stopped by my office hours to tell me she had been so impressed with Taib as a TA. The student said she had been concerned when learning it was his first semester in the classroom, but said she appreciated the work he put in to build a rapport with students and felt she had gotten much from working with him. I assume his strengths have grown since then.

I also am excited about his research trajectory. His work on democratic and journalistic practice in Bangladesh and beyond can make important contributions to the field. His questions about democratic backsliding the place of journalism in society are only grown more pressing.

I urge you to give his application full consideration. I would be happy to speak further about Taib's work in the classroom and his application. I can be reached at the email address and phone number listed below.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Mirer".

Michael Mirer, PhD
Assistant Professor of Communication
UW-Milwaukee
mirer@uwm.edu
(530) 902-2909

Instructor: Taib Ahmed Observer: Emily Johnson
 Class and Date observed: JTC 300 Recitation – Friday, September 23, 2022

Observation Checklist

Scale: 1 =Very Poor; needs serious substantial improvement

3= Good; needs a fair amount of improvement

5 = Excellent; needs little improvement

Content and Delivery	1	2	3	4	5	N/A	Comments
Appropriate use of time (begins/ends on time)					5		
Provides overview of topic/daily goals					5		
Appropriate level (depth & breadth)					5		
Clarity (prepared/explains jargon)					5		
Relevance (stays on topic)					5		
Knowledgeable & answers questions well					5		
Logical flow (organized & effective transitions)					5		
Pace of presentation/speaking					5		
Poses appropriate & clear questions					5		
Repeats students' questions/comments					5		
Uses of relevant examples					5		
PowerPoint (avoids reading off screen)					5		
PowerPoint (grammar & spelling)					5		
PowerPoint (font size & visual clarity)					5		
Use of demonstration/links to concepts					5		
Use of active learning techniques			3				*See my suggestions.
Handouts (useful in understanding topic)						N/A	
Provides conclusion/take home message					5		
Physical & Social Presence	1	2	3	4	5	N/A	Comments
Makes eye contact with students					5		
Facial expression					5		
Movement about room					5		
Posture					5		
Professional attire					5		
Uses appropriate hand gestures					5		
Voice—audible					5		
Voice—variation in inflection & tone					5		
Composure/confidence					5		
Reinforces student participation					5		
Has rapport with students					5		
Engaging (interesting and informative)					5		
Demonstrates enthusiasm					5		
Demonstrates respect for students					5		
Uses of student names					5		

Addison, W. E., & Stowell, J. R. (2012). Conducting research on student evaluations of teaching. In M. E. Kite (Ed.), *Effective evaluation of teaching: A guide for faculty and administrators*. Retrieved from the Society for the Teaching of Psychology web site: <http://teachpsych.org/ebooks/evals2012/index.php>

-Additional comments on back-

Overall impressions and comments

What worked well?

- Started on time.
- Began with reminding students about the upcoming Resume & CL assignment.
- Then provided a short explanation about the Multiculturalism Essays/grading.
- Took attendance – verbally called out student names.
- Mentioned that the next recitation students need to bring a draft of their resume, cover letter and LinkedIn profile.
- Included a slide with the Upcoming Deadlines – this was very helpful → always great to remind students of the upcoming due dates.
- Then moved into the Resume – included a slide that explained what students need to include for the resume content. Explained the different pieces of content students need to include.
- PowerPoint slides were visually appealing.
- Spent a few minutes showing students the resources available in the Week 5 module.
- Pulled up the CSU Career Center Resume Template – it would have been helpful to explain this a bit more to students. It was sort of glossed over. You could have spent some time showing how this template is a helpful resources for them to use.
- Moved on to the Cover Letter – slide included bullet points that explained the assignment.
- Next you covered LinkedIn – this was also helpful. It was great that you mentioned that the LinkedIn URL should be hyperlinked into the header.
- Included a slide about the next recitation – what students are required to attend class with (drafts of each assignment).
- BigInterview → explained what this assignment entails.
- Asked if students had questions about anything.
 - Did a great job responding to the student's question about the cover letter content – explained that it should be tailored to a specific employer.
- Comma Rules – this was really helpful. You did a great job explaining these rules.

What could be improved?

- Spend more time on examples of the assignments.
 - Resume example – pulled up an example on the screen → showing examples is really helpful. But, you went through this rather quickly. It would have been beneficial to generate a discussion around a few examples: pros/cons/improvements needed/etc. You could even pose specific questions to the students and ask them to critique the document for its design.
 - Cover letter – could have spent more time on this as well. There was not enough explanation devoted to the letter. Again, you could ask students to critique it for content and design. It can be very valuable to ask students to critique these documents as it encourages them to think about how they will write and design their own.
- Comma Rule – a suggestion:
 - The examples you provided / explained were helpful. However, it could be beneficial to give students a chance to work through some of these in partners / groups. You could put a few examples on the screen and ask them to re-write / indicate the correct answer.

- Another suggestion is to limit the amount of time you spend on reviewing grammar rules. Students have access to the videos on Canvas, which can watch on their own time. Rather than spend 15+ minutes reviewing grammar, you may want to shorten this to 10 or so minutes and put more emphasis on reviewing examples etc. This portion of the class started to get a bit long and I noticed some students tuning out. 21+ rules is a lot to cover.
- It is clear that you are devoted to your teaching – you are well-prepared and enthusiastic! Your hard work and dedication is greatly appreciated!

COURSE SYLLABUS

Spring 2024

JTC 210: Media Writing

Instructor/class information

Instructor: Abu **Taib** Ahmed, doctoral student and instructor of record

Email: abuahmed@colostate.edu

Office Location: Clark C258

Office Hours: 12:00pm-1:00pm and (via Zoom only by appointment

Communication Policy: Emails will be responded to within a 36-hour period (M-F)

Class room: Clark C254

Class Time: **1pm-2:50pm, Mondays and Wednesdays**

Prerequisites for Course

- None; and no co-requisites
- Note: Credit allowed only for JTC 210 or JTC 192; not both

Course description & objectives

This course introduces students to a broad sense of news, its importance within a free democratic society and the practical application of writing in several different media environments. Students will learn reporting and interviewing skills, as well as how to write for outlets in traditional print, online, broadcast, social media, advertising, marketing and public relations. Finally, students will receive an introduction to foundational concepts that surround effective public communication, such as ethics and legal ramifications.

Successful students will leave JTC 210 with the ability to plan, report and write a balanced, accurate news story as well gaining a broad, practical understanding of media writing as well as legal and ethical issues common to communicating with the public in the digital age. These skills shall become the foundation upon which students build during future public relations, advertising, journalism and communication courses.

This course consists largely of content that specifically meets the following professional values and competencies outlined by The Accrediting Council on Education in Journalism and Mass Communications.

- (1) 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;
- (2) demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- (3) demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- (4) demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- (5) understand concepts and apply theories in the use and presentation of images and information;
- (6) demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- (7) think critically, creatively and independently;
- (8) conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- (9) write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- (10) critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- (11) apply basic numerical and statistical concepts;
- (12) apply tools and technologies appropriate for the communications professions in which they work.

Textbook / course readings

Our main textbook comes pre-loaded and ready to access from the first day of class in a program called Day One Access.

The CSU Bookstore Day One Access program provides students with digital course materials and any necessary courseware AUTOMATICALLY on the first day

of class. Day One Access converts physical course materials into accessible, interactive, and adaptive digital content, while reducing the cost to students. No waiting for a paper book. No special trips to the bookstore to buy an access code. We charge your course materials to your student account after the CSU Add/Drop Date.

The Day One Access process -- simple

- Instructors **decide to use** Day One access materials for their curriculum.
- The CSU Bookstore negotiates **discount pricing** with our publishers.
- We set up access to materials **automatically** for every student in the roster on the **first day of class**, including wait-listed students.
- Students can access the content until the initial add/drop date with **no initial payment**, during which time they can opt out of the Day One Access program.
- Students who want to Opt-In to Day One Access don't need to do anything - **we charge the materials** to your student account.
- Students who drop the course are automatically opted out and are **not billed**

The CSU Campus Bookstore does carry the second book required for the course in printed form. That text is called the Associated Press Stylebook. You may choose to purchase that online and use a digital copy – your choice:

- 1) "Dynamics of Media Writing" by Vincent F. Filak (third edition); ISBN 978-1-544385-68-6
- 2) The Associated Press Style Guide (56th Edition); ISBN 978-0-917360-70-1.

Course materials & equipment

Many students choose to use their own laptops and phones to complete assignments in this course. You do not need either to successfully complete the course, but your familiarity with your own technology might aid you in producing better content. At minimum, you should plan to have a device to take pictures and capture audio – again, most students choose to use a phone.

It's helpful for some students to use writing guides, such as "Working with Words" or the online writing lab at Purdue (The Owl). Your instructor encourages you to improve your writing in ways that work best with your learning style. As a reminder, we do have a writing center on campus that's free for students to use.

You should not, however, use artificial intelligence to write for this class. We consider that a form of academic misconduct and will follow university guidelines in suspected cases of its use.

<https://owl.purdue.edu/owl/>

Morgan Library services desk

The Morgan Library Services Desk provides both research (ph. 970-491-1841) and technical (ph. 970-491-7276) support. In addition, you can contact a librarian for assistance at [Ask Us!](#) or find a research guide at [Research Help](#).

Classroom norms/community agreement

Keep in mind that as a student enrolled in this course (and certainly journalism majors) you have entered a world where others judge your work. Therefore, your triumphs will be on display for all to see. Unfortunately, your setbacks will also be on display, too.

It used to be that if you wrote the single worst article in the history of journalism, the newspaper would, mercifully, find its way to the recycle bin the next day. But if you wrote the single greatest article in the history of journalism, the newspaper still would end up in the recycle bin the next day. Now that we predominantly see journalism and news online, the process has become much different – especially since the arrival of citizen commentary and competition in these same spaces.

Because we're learning so much from one another and will likely be introduced to content and situations that could be unfamiliar (or potentially uncomfortable), I'd like to set some basic ground rules and solicit your input on creating norms for our class this semester. At minimum:

- 1) We will listen to one another and try to empathize with those around us.
- 2) We will attempt to understand from different perspectives than our own.
- 3) We will ask questions when we have them.
- 4) We will ensure that everyone's voice is heard.
- 5) We will not tolerate denigration, intolerance or hate.

CSU Principles of Community

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.

Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

Diversity and inclusion, gender pronouns

Respect for Diversity: As your instructor, it's my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements.

The [Mission, Vision, and Focus](#) webpage of the Vice President for Diversity includes a comprehensive statement of CSU's commitment to diversity and inclusion. (<https://diversity.colostate.edu/mission-vision-and-goals/>)

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's registered preferred name, and I will honor this name unless you ask to be referred to by another. I will gladly honor your request to address you by the gender pronouns of your choice. Please advise me of this preference early in the semester so that I may accommodate you.

Course policies on late assignments, make-ups, etc.

Late work generally will not be accepted, except in situations approved by the instructor in advance. Whether it be a small assignment or an exam, it remains the student's responsibility to turn in all course assignments on time, every time.

In cases of extenuating circumstances (such as serious health problems), please contact your instructor as soon as possible to explain what's happening and to chart a course to recovery in the class. In most cases, I can help you with makeup assignments and assist you with revisions. But again, please let your instructor know what's going on rather than wait. Do not expect to haggle for better grades (unless a clear mistake exists), and especially so via email.

Because life sometimes throws all of us unexpected challenges, students may forgo one discussion of their choice and we will drop the lowest AP quiz grade (not an exam).

If you find you are struggling to keep up with the course, please make an appointment to see me. I'm here to help.

Completing work designated as in-class assignments

For sections that meet in person, students will complete work in class. This might be responding to discussion questions in group settings, responding to writing prompts, providing responses to topics covered in class, etc. If we have work in class, you must be present to receive credit. You cannot complete work outside of class and turn it in for credit if it's an in-class assignment without prior approval from the instructor.

Grading policy

We will use the following grading standard in JTC 210.

Grading scale

A=94-100	B-=80-82
A-=90-93	C+=77-79
B+=87-89	C=70-76
B= 83-86	D=60-69 F=59 and below

CSU does not use grades of C-, D+, or D-.

ASSIGNMENT	POINTS	COURSE GRADE PERCENTAGE
Discussions (drop one)	50	5 percent
Written assignments	300	30 percent
AP Quizzes (drop one)	100	10 percent

ASSIGNMENT	POINTS	COURSE GRADE PERCENTAGE
Exams	300 (100 ea)	30 percent
Group meetings	50	5 percent
Diversity project	50	5 percent
Final written project	100	10 percent
Class participation	50	5 percent
Total:		100 %

Title IX and interpersonal violence

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: [Title IX – Sexual Assault, Sexual Violence, Sexual Harassment](#).

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: (970) 492-4242.

Religious observances

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out the [Religious Accommodation Request Form](#) and turn it in to the Division of Student Affairs, located on the second level of the Administration building.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.

Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

Special accommodations

Students with learning, psychiatric, or health disabilities that may impede your full participation in this course are encouraged to see me and the Student Disability Center (SDC). To obtain disability-related academic adjustments and/or auxiliary aids, students are responsible to notify the instructor of this need by presenting them with an accommodations letter/memo from SDC (<https://disabilitycenter.colostate.edu/>, 970-491-6385).

Students are not required to use SDC services or disclose disabilities to the instructor, but the instructor is under no obligation to provide any accommodations without an accommodations letter/memo. Students are encouraged to schedule an appointment with SDC as soon as possible since accommodations are generally NOT retroactive and verification may take some time. Once the accommodations letter/memo is obtained by the instructor, it may still be reviewed and adapted in cooperation with your SDC counselor to achieve the same learning outcomes as all students.

Laptop and device usage during lectures

You may use your laptop or tablet to take notes during class. We have a very small classroom with an intimate setting so if you are web-browsing, chatting or watching videos during class it will end distracting people sitting near you. You may be asked by your instructor to stop the distractions; please be respectful of your time in class and pay attention.



Also, please don't wear earphones, earbuds or AirPods during lecture (unless you have accommodations to do so), it's impossible for the instructor to know if you're listening to lecture or something else.

Avoid checking your phone and texting during class. It's OK to use your device for class-related activities but not for distractions.

It's super embarrassing to get called out during lecture to take earphones off or stop texting during class in front of everybody.

Student e-mail

Most of our class-wide communication comes via 'Announcements' on Canvas. Whenever you check into Canvas, if we have posted an announcement, you'll be able to access it. Check Canvas regularly. Students should also set the preferences on their Canvas account so that e-mails from JTC210 are forwarded directly to the e-mail account they specify for receiving university-related mail (we might use email for very important time-sensitive announcements). Students are responsible for using the e-mail address, and if you forward it to your Gmail or other make sure @rams.colostate.edu emails or colostate.edu emails don't go to junk! Also students are expected to check for messages on a regular basis. If you use spam blocker software, be sure you set your mail program to accept messages from colostate.edu.

You should set Canvas to PUSH notifications to your cell phone so you don't miss any Announcements. Very useful if for whatever reason I'm late to class or have an emergency and am not coming. I recommend doing that for all your classes: <https://community.canvaslms.com/docs/DOC-10624-4212710344>

Student resources

Student Mental Health & Resources for situations such as:

- ✓ Roommate problems
- ✓ Anxiety, depression, feeling home sick
- ✓ Health situations
- ✓ Accidents
- ✓ Struggling with academics and keeping up

See Student Case Management:

<http://studentcasemanagement.colostate.edu/>

Learn more about the media

Develop the habit of becoming a regular news consumer. All newspapers and magazines have websites — many are free, although you must register for some. News matters to you. Whether it is information about a tuition increase or about health or personal safety, news can be relevant and important. You're a busy 8.21.23

person with classes and perhaps part-time work, but spending some time each day finding news should become a habit.

Join Student Media!

You don't have to be a Journalism & Media Communication major – all majors are welcome! Colorado State students can gain valuable experience and have fun while working in either a paid or unpaid position at the *Rocky Mountain Collegian newspaper*, KCSU-FM radio, Campus Television (CTV), or *College Avenue* magazine.

More help, resources

Follow this QRN code to a page that provides policies relevant to your courses at CSU and resources to help with various challenges you may encounter during your student tenure.



Course schedule

Week 1 (Jan. 15-19)

Wednesday – Introduction to the class, to each another and the instructor

Week 2 (Jan. 22-26)

Reading: By Wednesday, Chapter 1 "Know Your Audience" (pp 1-16).

By Wednesday, Chapter 2 "Being Accurate, Relying on the Facts" (pp 19-33).

Monday – The importance/uniqueness of writing for others

Wednesday – Why media professionals matter more than ever

Discussion 1: What media do you consume to learn about the world and your local area (where you live, work and attend school)?

Week 3 (Jan. 29-Feb. 2)

Reading:

By Wednesday, Chapter 3 "Grammar, Style and Language Basics" (pp 34-53). AP Stylebook

Monday and Wednesday – Noun, verb, object; vigorous verbs and active voice

Discussion 2: Should journalists be required to get a license to work?

Week 4 (Feb. 5-9)

Reading: Filak Chapter 4 and AP Stylebook

Monday and Wednesday - AP Style, the code of a journalist.

AP Style Quiz 1, February 11 (On punctuation)

Week 5 (Feb. 12-16)

Reading: By Monday, Chapter 4 "Basic Media Writing" (pp. 54-73)

Monday – Killer Be(s) of writing, inverted pyramid

Wednesday – Writing ledes

Discussion 3 – Which of the problem ledes bothers you the most? How would you go about fixing it?

AP Style Quiz 2, February 18 (titles and attribution)

Group meeting #1 (5:30 p.m. – 6:30 p.m. Feb 15, Thursday, Behavioral Sciences, Room 131)

Week 6 (Feb. 19-23)

Reading: By Monday, Chapter 5 "Interviewing" (pp. 74-90)

Monday – Preparing, researching and gathering information on the source
Wednesday – Attributions, stick with said; interview your instructor, news conference

Discussion 4 – What do you think are strengths you can utilize in the interviewing process? What area(s) might you consider as weaknesses?

AP Style Quiz 30, February 23 (word pairs)

Week 7 (Feb. 26-Mar. 1)

Reading: By Monday, Chapter 8 "Law and Ethics in Media Writing" (pp. 130-152)

Monday – Libel (identification, defamation, publication); the First Amendment

Wednesday – Ethical dilemmas explained and how to work through them; intro to the SPJ code

Due: Exam 1, March 3 (over content from Chapters 1-5)

Week 8 (Mar. 4-8)

Reading: By Monday, Chapter 9 "Reporting: The Basics and Beyond" (pp. 154-171)

Monday – Beats and how to cover an event

Wednesday – Localizations, profiles, obits

Discussion 5 – What are some of the benefits of beat coverage? What are its drawbacks? Which beats get too much coverage, and which beats do you think need more?

AP Style Quiz 4 (On using numbers)

Week 9 (Mar. 11-15)

(Spring Break)

Week 10 (Mar. 18-22)

Reading: By Monday, Chapter 10 "Writing for Traditional Print News Products"

Monday – Nuances of print reporting; pitch your own story

Wednesday – Visual communication intro; photos and captions

Discussion 6 – Let's compare and contrast direct and indirect quotes.

AP Style Quiz 5 (General)

Group meeting #2 (5:30 p.m. – 6:30 p.m. Mar. 21, Thursday, Behavioral Sciences, Room 101)

Week 11 (Mar. 25-29)

Reading: By Monday, Chapter 6 "Writing for Websites and Blogs"

Monday – Working on the web

Wednesday – Engaging readers

Discussion 7 – What compels you to visit and stay on a website? Is it word of mouth, force of habit, connections through social media platforms, or something else? How could you use this assessment to improve any content you produce?

AP Style Quiz 6 (General)

Week 12 (Apr. 1-5)

Reading: By Monday, Chapter 7 "Social Media"

Monday – Why social media is valuable

Wednesday – Building an audience on social media

Discussion 8 – Do you think social media use can lead to negative outcomes?

Week 13 (Apr. 8-12)

Reading: By Monday, Chapter 11 "Writing for Broadcast" (pp. 189-206)

Monday – Nuances for broadcast writing

Wednesday – Types of stories

Due: Exam 2 (over content in Chapters 6-10)

Week 14 (Apr. 15-19)

Reading: By Monday, Chapter 12 "Public Relations"

Monday – Types of PR writing

Wednesday – Why the media matters (to PR)

Discussion 9 – What is the value of transparency in public relations? Why should PR officials admit when bad things happen to their organization or talk to the members of the media in a time of crisis?

Week 15 (Apr. 22-26)

Reading: By Monday, Chapter 13 "Advertising" (pp. 229-246)

Monday – Defining advertising and the creative brief

Wednesday – Message formation

Discussion 10 – How does advertising affect your intent to purchase? In general, do you think ads aimed at your age group/target market do a good job of persuading you – why or why not?

Group meeting #3 (5:30 p.m. – 6:30 p.m. Apr. 25, Thursday, Behavioral Sciences, Room 131)

Week 16 (Apr. 29-May 3)

Reading: By Monday, Chapter 14 "Marketing" (pp. 247-263

Monday – Brand and branding; useful marketing tools

Wednesday – Writing creatively for marketing

Discussion 11 – Review the three types of marketing materials discussed in Chapter 14 (email blasts, mailers and brochures). What are some of the benefits and drawbacks associated with each of these tools?

Due: Exam 3, May 2 (over content in Chapters 11-14)

Finals week

Monday – Final project

Wednesday – Final project

JTC 300: STRATEGIC WRITING & COMMUNICATION

8-Week Session | Summer 2023 (May 15 – July 10)

Instructor Information

Lead Instructor:

Abu Taib Ahmed

Department of Journalism & Media Communication, Colorado State University

Email: abuahmed@colostate.edu

Zoom Office Hours: 12:30pm-1:30pm, Mondays

Zoom link: <https://us05web.zoom.us/j/3440181629?pwd=ZFh5d0ZXZGc2QXpHZE1VUWdtc3Jpdz09>

Email Response Policy: mostly in 24 hours except weekends

Course Description & Objectives

Enhance strategic writing and presentation skills with established professional communication techniques. Develop expertise interpreting and simplifying ideas and concepts. Create content that is relevant across academic majors and career fields, and adaptable in traditional and digital communication.

Topics and Assignments Include:

- Resume and Cover Letter • LinkedIn Profile, Personal Branding, and Networking • Writing Emails for the Workplace • Formal Reports, Proposals, and Presentations • Document Design • Research Methods and Citations

Required Materials and Textbook Day One Access

Textbook: Markel, M. & Selber, S. (2022). *Practical Strategies for Technical Communication* (4th ed.). Boston: Bedford/St. Martin's. *You will automatically have access to the eBook through purchasing Achieve

- **JTC 300 utilizes Day One Access** (formerly Inclusive Access) – a program at the CSU bookstore which allows students to have instant access to Achieve/eBook; *access is required for this class*.
- Access the online materials by clicking on the 'Achieve' link on the Modules page of Canvas. After that date, your student account will be charged for the full semester access. These materials include online quizzes and access to the eBook. Please watch for emails from the "CSU Bookstore" about 'opting out' as well as charges to your student account. These emails will be sent to your "@rams.colostate.edu"
- For more details about Day One and how it works, visit this page: <https://www.bookstore.colostate.edu/inclusive>
- **NOTE:** You are **not required** to purchase a hard copy of the textbook for this course. If you prefer to also have a hard copy, you can order one through the CSU Bookstore.

Content Delivery and Weekly Schedule

To succeed in JTC 300, listen to/watch the PowerPoint videos, complete all assigned reading (primarily textbook chapters), and be diligent about completing all other assignments and activities on time.

Asynchronous Lecture Delivery

- **Lectures** are pre-recorded and posted on Canvas in the weekly modules. Lectures are delivered asynchronously. That is, you can watch/listen to these lectures on your own time.

Weekly Schedule

- The weekly schedule is designed to break up the course content into manageable chunks (given the rapid nature of this 4/8-week course) and provide a suggested plan for you to follow. You are strongly encouraged to follow the daily overview (Monday-Friday) and complete the readings, lectures, quizzes, and assignments in the order listed. Doing so will help you stay on track and work through the content in a logical fashion.
 - The Weekly Schedule is available for PDF download on the 'Syllabus' page in Canvas.

NOTE: This course is delivered *asynchronously*. You are not required to 'attend' lecture at a designated time.

Expectations

- **Email Etiquette and Expectations:** This is a professional communication course. Therefore, you are expected to be courteous and specific when sending an email. Always address the recipient properly (e.g., "Hey Emily" or "Hey there" are not appropriate greetings).
 - Emails must feature principles of professional communication as taught in this course. Include JTC 300 *and* the name of your lecture section in your email subject line or body.
 - Use the email address listed above (emily.johnson@colostate.edu) to contact me (not Canvas).
 - I use Canvas email to send outgoing messages to students.
 - If you do not use the colostate address listed above, I cannot guarantee you will receive a response.
- **Digital Conduct:** Students and instructors will *always* maintain respectful interactions with one another. Respect your instructor, your classmates, and their desire to teach and to learn.
- Review the **core rules of netiquette** for guidelines on how to behave in an online learning environment.
- **Flexibility:** Changes or adjustments may be made to the syllabus, schedule, assignments, due dates, and/or points allowed for an assignment, etc., as determined by the instructor.

Assignment Details and Due Dates

This class is based on 815 points. Grades are earned through the completion of a midterm and final exam, various written and oral assignments, quizzes, and one discussion.

- **12 Textbook Chapter Quizzes:** Each quiz is worth 10 points (1 point per question; 10 questions). Quizzes will all be available at the start of the course (you can work ahead if you desire). The quizzes will close at 11:59 p.m. on the due date listed in the master schedule. These quizzes are not timed, and you are allowed 2 attempts – your highest score will be counted.
- **5 LearningCurve (LC) Grammar & Writing Skills Quizzes:** Each quiz is worth 10 points. These quizzes will also be available at the start of the course (you can work ahead if you desire). LC quizzes are due by 11:59 p.m. on Sunday as noted in the master schedule. To prepare for each quiz, you are encouraged to review the PowerPoint slides that are provided for each quiz topic (consult the weekly modules in Canvas).

NOTE: Quizzes completed via Macmillan LaunchPad may take 24-48 hours to sync to the Canvas grade book. Notify Dr. Johnson if you do not see a score post after 48 hours have passed.

- **Assignments:** Most assignments are explained through a guideline sheet and rubric. The guideline sheet explains the required elements for the document while the rubric outlines the point values associated with the various components. It is the student's responsibility to review the guideline sheet and rubric and consult their instructor with any questions.
- **Exams:** Exams will be completed via Canvas within a 60-minute time frame. The format is 50 multiple choice, true/false, and/or matching style questions. Exams are considered 'open resource' in that students can consult their textbook, lecture notes, and lecture slides during the exam. Failure to complete the exam during the designated session will result in a score of zero (i.e., zero points).

Due Dates and Late Work Policy

- Your assignments are due **Sunday by 11:59 p.m. unless noted otherwise.**
 - *An assignment submitted at 12:01 a.m. is considered late.*
- You are expected to hand in all assignments on time. It is strongly recommended that you turn in assignments at least 30 minutes before the deadline as Canvas can be unreliable.
- **Exception to due dates:** Please do your best to stay on schedule and communicate any issues that pose challenges to your success in the course.
 - Late assignments will generally only be accepted if you have a personal or medical emergency. To be granted an extension, you must notify your instructor prior to the due date for your assignment, if possible. Otherwise, you must notify your instructor as soon as you are able.
 - Additionally, you will be asked to provide documentation of your emergency / situation (e.g., a doctor's note, positive COVID-19 test results, etc.).
- **Assignments are assumed to be finished once submitted to Canvas.** Grading may begin before a deadline has passed and resubmissions may not be accepted.

Assignment Breakdown Table

Assignments & Exams (645 points)	Point Value	Due on Dates Listed by 11:59 p.m. MST
Introduction Discussion	10	Sunday, May 21
Industry Analysis Essay	25	Sunday, May 21
Code of Ethics Analysis	25	Sunday, May 28
Multiculturalism Essay	25	Sunday, June 11
Proposal Pitch Memo	50	Sunday, June 11

Midterm Exam	100	Sunday, June 18
Resume, Cover Letter, LinkedIn & BigInterview Videos	100	Sunday, June 25
Final Report: Position Recommendation Paper	135	Sunday, July 9
Oral Presentation of Final Report	75	Sunday, July 9
Final Exam	100	Sunday, July 9
Quizzes (170 points)		
Textbook Chapter Quizzes *12 quizzes completed via LaunchPad *10 points each 2 attempts no time limit	120	*Consult weekly schedule for due dates
Learning Curve Grammar Quizzes *5 quizzes completed via LaunchPad *10 points each 1 attempt no time limit	50	*Consult weekly schedule for due dates
TOTAL POINTS = 815		

Grading

- As a student enrolled in this course, one of your responsibilities is to submit assignments by the due dates listed in Canvas. With that said, I take my role as your instructor seriously. I want you to have a rewarding experience and successfully complete this course. I am committed to providing quality feedback on your work and posting grades in a timely manner.
 - Quizzes completed via Macmillan LaunchPad auto-grade. Your score will appear in the Canvas grade book within 48-hours of completion (i.e., your points will sync from LaunchPad to Canvas).
 - Writing assignments will generally be returned within 7 days of submission.
- Final grades will be assigned on an A to F scale. The Department of Journalism and Media Communication uses the +/- system.

Grading Scale			
A+	97-100	B-	80-82
A	93-96	C+	77-79
A-	90-92	C	70-76
B+	87-89	D	60-69
B	83-86	F	80-82

Point Deductions
<ul style="list-style-type: none"> Failure to consult assignment guideline sheets and rubrics may result in point deductions for missing or incomplete aspects of an assignment.
<ul style="list-style-type: none"> Points will be deducted for misspelled words, as well as punctuation and grammatical errors. Always take time to proofread your work and review document design.

Technical Support

Canvas is the where course content, grades, and communication will reside for this course.

Canvas Information &

- [Canvas Login](#)
- [Canvas Support](#)
- For passwords or any other computer-related technical support, contact the [Central IT Technical Support Help Desk](#). (970) 491-7276 | help@colostate.edu

The [Technical Requirements](#) page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas quickly review [the Canvas Student Orientation](#) materials.

Academic Integrity & CSU Honor Pledge

This course will adhere to the CSU [Academic Integrity/Misconduct](#) policy as found in the General Catalog and the [Student Conduct Code](#). Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course.

Further information about Academic Integrity is available at CSU's [Academic Integrity - Student Resources](#).

Students enrolled in JTC 300 will adhere to the Academic Integrity Policy of the Colorado State University General Catalog and Student Conduct Code.

- At minimum, academic integrity means not presenting work for this class that is the work of another or work you previously submitted (in another course or elsewhere). Likewise, do not turn in material for other students, or provide or accept help on exams. All are forms of academic misconduct and will be dealt with according to university policy (see *links below*). Plagiarism tops the list of academic integrity violations. It cannot, and will not, be tolerated in this course. **Intent does not factor into the determination of plagiarism.**
- "Plagiarism is the unauthorized or unacknowledged use of another person's academic or scholarly work. Done on purpose, it is cheating. Done accidentally, it is no less serious. Regardless of how it occurs, plagiarism is a theft of intellectual property and a violation of an ironclad rule demanding 'credit be given where credit is due,'" according to the CSU Writing Center. **Source:** (Writing Guides: Understanding Plagiarism. <http://writing.colostate.edu/guides/researchsources/understandingplagiarism/plagiarismoverview.cfm>.)
- If you plagiarize work, you will fail the assignment and possibly the course. Plagiarism could also result in expulsion from the university. Each instance of plagiarism, academic dishonesty, aka cheating, will be addressed according to the principles published in the CSU General Catalog ([click here](#) for the catalog).

Academic Misconduct: What is it? *Examples of academic misconduct include (but are not limited to):*

- **Cheating:** Cheating includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the instructor in the course syllabus or class presentation.
- **Plagiarism:** Plagiarism includes the copying of language, structure, images, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment, and is related only to work submitted for credit. Disciplinary action will not be taken for academic work in draft form.

- **Unauthorized possession or disposition of academic materials:** Unauthorized possession or disposition of academic materials includes the unauthorized selling or purchasing of examinations, class notes, term papers, or other academic work; stealing another student's work; and using information from or possessing exams that an instructor did not authorize for release to students.
- **Falsification:** Falsification encompasses any untruth, either verbal or written, in one's academic work.
- **Facilitation of any act of Academic Misconduct:** Facilitation of any act of academic misconduct includes knowingly assisting another to commit an act of academic misconduct.

Understanding and Avoiding Plagiarism: Common Forms of Plagiarism

The most common forms of plagiarism are committed by students; the most offensive are deliberate attempts to “pull one over” on the instructor. The reasons for doing this vary but laziness and procrastination are high on the list. Once discovered—and they are seldom not—deliberate incidences of plagiarism are handed over to a governing body for review and prosecution. Here is a list of the most common:

- Purchasing an essay or paper from a Web site (or anywhere else) and calling it your own.
- Borrowing another student's paper from a previous semester and calling it your own.
- Having someone else do your work, for free or for hire. Agreeing to do someone else's work is equally wrong.
- Claiming originality regarding material copied directly from outside sources. In other words, deliberately failing to cite sources.
- Improperly documenting quoted, paraphrased or summarized source material.
- Extending the length of a bibliography to meet project requirements by including sources not used in your research or making them up all together.
- Killing two birds with one stone. Recycling an essay or paper written for one class by using it in another class studying the same or similar material.
- Receiving help from other students on an essay or paper and turning it in under your own name as individual work.
- Collectively researching and writing a paper with other students and each turning copies into different class sections claiming it as individual work.

As you can see, most of these involve lying, cheating and stealing. The last two forms of plagiarism, however, are a bit more complicated. They involve collaboration and sometimes the line between it and plagiarizing can be a little blurry. After all, working, studying and sharing information is encouraged in most educational institutions.

Source: <https://writing.colostate.edu/guides/index.cfm?subcategory=21>

COVID-19 Information

All students are expected and required to report any COVID-19 symptoms to the university immediately, as well as exposures or positive tests from a non-CSU testing location.

- If you suspect you have symptoms, or if you know you have been exposed to a positive person or have tested positive for COVID, you are required to fill out the COVID Reporter (<https://covid.colostate.edu/reporter/>). If you know or believe you have been exposed, including living with someone known to be COVID positive, or are symptomatic, it is important for the health of yourself and others that you complete the online COVID Reporter. Do not ask your instructor to report for you. If you do not have internet access to fill out the online COVID-19 Reporter, please call (970) 491-4600. You may also

report concerns in your academic or living spaces regarding COVID exposures through the COVID Reporter. You will not be penalized in any way for reporting. When you complete the COVID Reporter for any reason, the CSU Public Health office is notified. Once notified, that office will contact you and, depending upon each situation, will conduct contact tracing, initiate any necessary public health requirements and notify you if you need to take any steps.

- For the latest information about the University's COVID resources and information, please visit the **CSU COVID-19 site**: <https://covid.colostate.edu/>.

Universal Design for Learning/Accommodation of Needs

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

- If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from [The Student Disability Center](#) may be required before any accommodation is provided.
- The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.
- The goal of SDC is to normalize disability as part of the culture of diversity at CSU. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.
- Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.
- Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodations specialist in the SDC.

Third-party Tools/Privacy

- Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Skype and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

Copyrighted Course Materials

- Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

Undocumented Student Support

- Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit [Student Support Services for Undocumented, DACA & ASSET](#) for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

Title IX/Interpersonal Violence

- For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: [Title IX – Sexual Assault, Sexual Violence, Sexual Harassment](#).
- If you feel that your rights have been compromised at CSU, several resources are available to assist:
 - Student Resolution Center, 200 Lory Student Center, 491-7165
 - Office of Equal Opportunity, 101 Student Services, 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: 970-492-4242.

Religious Observances

- CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out the [Religious Accommodation Request Form](#) and turn it in to the Division of Student Affairs, located on the second level of the Administration building. Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor. Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

CSU Principles of Community

- **Inclusion:** We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.
- **Integrity:** We are accountable for our actions and will act ethically and honestly in all our interactions.
- **Respect:** We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.
- **Service:** We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.
- **Social Justice:** We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

Diversity and Inclusion

The [Office of Inclusive Excellence page](#) includes a comprehensive statement of CSU's commitment to diversity and inclusion.

GT Pathways Information

The Colorado Commission on Higher Education has approved JTC 300 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-CO3 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>.

GT Pathways Content Criteria – Advanced Writing (GT-CO3):

- 1) **Extend Rhetorical Knowledge**
 - a) Use texts from rhetoric, discourse studies, communication, or related disciplines to extend understanding of rhetorical concepts to the discipline that is the focus of the course.
 - b) Develop sophisticated strategies for critical analysis of disciplinary or specialized discourse.
 - c) Learn more sophisticated ways to communicate knowledge to appropriate audiences.
 - d) Apply reflective strategies to the synthesis, communication, and creation of knowledge.
- 2) **Extend Experience in Writing**
 - a) Hone recursive strategies for generating ideas, revising, editing, and proofreading for disciplinary or specialized discourse.
 - b) Critique one's own and other's work, including the work of professional writers and/or scholars.
- 3) **Extend Critical and Creative Thinking**
 - a) Reflect on the implications and consequences of context.

- b) Incorporate alternate, divergent or contradictory perspectives or ideas within one's own position.
- c) Extend and complicate the consequences of the stated conclusion.

4) **Use Sources and Evidence**

- a) Select, evaluate, and synthesize appropriate sources and evidence.
- b) Use discipline-appropriate criteria to evaluate sources and evidence.

5) **Extend Application of Composing Conventions**

- a) Select and adapt genre conventions including structure, paragraphing, tone, mechanics, syntax, and style for disciplinary or specialized discourse.
- b) Use specialized vocabulary, format, and documentation appropriately in more extensive or in-depth writing project.

GT Pathways Core Student Learning Outcomes – Advanced Writing (GT-CO3):

Written Communication

- 1) **Employ Rhetorical Knowledge**
 - a) Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.
- 2) **Develop Content**
 - a) Create and develop ideas within the context of the situation and the assigned task(s).
- 3) **Apply Genre and Disciplinary Conventions**
 - a) Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.
- 4) **Use Sources and Evidence**
 - a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
 - b) Follow an appropriate documentation system.
- 5) **Control Syntax and Mechanics**
 - a) Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

JTC 100-5 – MEDIA IN SOCIETY

Colorado State University
Journalism & Media Communication
Fall 2021

Media play an important role in our everyday lives. People are exposed to thousands of media messages each week from newspapers, magazines, radio, television, the internet, and more. JTC100 provides an overview of the media in modern society, which is important for consumers of media to understand. JTC100 fulfills a requirement in the university's core curriculum and Colorado's gtPathways guaranteed course transfer program. Also, JTC100 is a requirement for Journalism and Media Communication majors and pre-majors.

Course Objectives:

This course meets the following professional values and competencies:

- *Apply the principles and laws of freedom of speech and press – including the right to dissent, to monitor and criticize power, and to assemble and petition – to contemporary society;*
- *Demonstrate how professionals and institutions have played a role throughout history in shaping communication;*
- *Examine how gender, race, ethnicity, sexual orientation, class, religion and other forms of diversity are present in contemporary media;*
- *Evaluate key concepts and apply theories to how information and images are presented;*
- *Recognize professional ethical principles and use these principles to appraise contemporary dilemmas and defend a position on how to respond;*
- *Develop critical, creative, and independent thinking skills;*
- *Demonstrate clear and coherent writing skills;*
- *Assess the accuracy and fairness, clarity, appropriate style, and grammatical correctness in journalism and other media communication;*
- *Evaluate current tools and technologies appropriate for communication professions;*
- *Demonstrate an understanding of digital media and its role in contemporary life.*

Instructional Staff:

Professor David Wolfgang

Clark C237

David.Wolfgang@colostate.edu

Pronouns: he, him, his

When and Where:

4:30-5:45 MW – Clark A104

Office hours: MW: 1:30 - 2:30 p.m. (On Zoom or in Clark C237. See Canvas for Zoom information.)

I will be assisted this semester by two graduate teaching assistants, who will be available to provide guidance throughout the semester:

Taib Ahmed, Abu.Ahmed@colostate.edu

Carson Cooper, Carson.Cooper@rams.colostate.edu

Consult faculty members for policy questions or special accommodations related to disabilities or illness, arrangements for extended absences, and athletic/Greek eligibility verifications.

Preferred Name and Preferred Gender Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with difference of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's registered preferred name and I will honor this name unless you ask to be referred to by another name. I will gladly honor your request to address you by the gender pronouns of your choice. Please advise me of this preference early in the semester so that I may accommodate you.

Readings and Online Quizzes:

JTC100 utilizes a digital textbook, *Media & Culture: Mass Communication in a Digital Age*, 12th edition, by Campbell, Martin, and Fabos. On the first day of class, we will explain how you will access the textbook. The MacMillan Learning site, LaunchPad, will provide you access to the text and regular quizzes that will help you learn the material. You will earn 5 points for participating in each of these reading/quiz assignments. Each week's reading (and related quiz) must be completed by Fridays at midnight for the points. You will take a pre-reading quiz called LearningCurve to prepare for the next week's material as well as a quiz over the material we just went over in class. You must keep up with the readings each week. You will have access to past readings, but once the deadline passes on the quizzes, you cannot make them up for the points. There are a total of 145 points available based on quizzes, but we will drop the two lowest quiz scores for a maximum of 135 points. This means you can miss two quizzes without losing points.

Please use Mozilla Firefox or Google Chrome when using the online Launchpad text and quiz system for best results.

For Tech Support:

If you have technical issue with LaunchPad, please follow these steps:

STEP 1: Self-troubleshoot

- Use Chrome or Firefox
- Allow pop-ups on your browser
- Clear browsing history (cache/cookies)
- Use a desktop or laptop computer
- [CLICK HERE](#) to search help topics

STEP 2: Contact customer support

[CLICK HERE](#) to contact customer support

(Submit the web form, then either call tech support or email with tech support)

STEP 3: Email your instructor

If **AFTER** you contact tech support the issue is not resolved, please email your instructor. When doing so, you **MUST** provide the **CASE NUMBER** from your phone call or email with tech support.

Course Requirements and Grading

Requirements:

Grades will be based on:

1. 3 exams (50 multiple choice questions) (45%)
2. 3 writing assignments (25%)
4. Completion of weekly online quizzes based on the readings (20%)
5. In-class exercises (10%)

* We drop the two lowest quiz grades and one in-class exercise grade.

Grading Policies:

Plus/minus grading applies and grades are final unless a computational error was made.

Exams:

Exams will include 50 multiple choice questions based upon lectures and assigned readings. Study guides will be available on Canvas one week prior to each exam. Exams are not cumulative; each exam covers only one unit (about one-third) of the course material.

Writing Assignments:

You are required to complete three written assignments during this course. The papers, cumulatively, are worth 25% of your grade in the class. In these assignments, you are expected to:

- a) convey a theme or argument clearly and cogently,
- b) analyze critically, and,
- c) demonstrate competence in standard written English.

(See Canvas for the requirements for each paper. The instructions will be posted in plenty of time to understand and complete the assignment.)

In-Class Exercises:

We will have 10 in-class exercises that will not be announced in advance. They are worth 10 points each, but we will only give 90 points of credit so that you can miss one in-class exercise without losing credit in the class.

Class Lectures:

Attendance and Timeliness: Regular attendance is expected of all students and you are expected to arrive on time and not leave early. The course notes and slides **ARE NOT** available on Canvas. You have to attend class and take notes. I would encourage strategic notetaking – focus on the key ideas and big points. Don't try to write everything down.

Important information for students: All students are expected and required to report any COVID-19 symptoms to the university immediately, as well as exposures or positive tests from a non-CSU testing location.

If you suspect you have symptoms, or if you know you have been exposed to a positive person or have tested positive for COVID, you are required to fill out the COVID Reporter (<https://covid.colostate.edu/reporter/>). If you know or believe you have been

exposed, including living with someone known to be COVID positive, or are symptomatic, it is important for the health of yourself and others that you complete the online COVID Reporter. Do not ask your instructor to report for you. If you do not have internet access to fill out the online COVID-19 Reporter, please call (970) 491-4600. You may also report concerns in your academic or living spaces regarding COVID exposures through the COVID Reporter. You will not be penalized in any way for reporting. When you complete the COVID Reporter for any reason, the CSU Public Health office is notified. Once notified, that office will contact you and, depending upon each situation, will conduct contact tracing, initiate any necessary public health requirements and notify you if you need to take any steps.

For the latest information about the University's COVID resources and information, please visit the **CSU COVID-19 site**: <https://covid.colostate.edu/>.

General Policies and Procedures

Academic Honesty:

Students are expected to adhere to academic integrity guidelines and policies in the Student Responsibilities section of the General Catalog. University policies pertaining to cheating, plagiarism, or unauthorized possession of materials will be strictly enforced. Any student found responsible for having engaged in academic dishonesty will be subject to an academic penalty and/or University disciplinary action. Academic dishonesty could result in losing credit for the assignment or exam and/or failing the course.

A word on plagiarism. Plagiarism includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment. Examples include a submission of purchased research papers as one's own work, and paraphrasing and/or quoting material without properly documenting the source. It can also include copying some or all of another student's (or former student's paper). It can even involve copying all or part of a paper you wrote for another class (including if you were previously enrolled in this class) and presented it as original work for this semester's class.

Of course, academic integrity means more than just avoiding plagiarism. It also involves doing your own reading and studying. It includes regular class attendance, careful consideration of all class materials, and engagement with the class and your fellow students. Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community.

Academic misconduct in JTC 100 includes, but is not limited to the following:

- Use of materials from another without citation or attribution.
- Extensive use of materials from outside work without permission of your instructor.
- Extensive use of materials from assignments in other classes without permission of your instructor.
- Fabricating information.

When in doubt about plagiarism, paraphrasing, quoting or collaboration, consult the instructor. For closed-book exams and exercises, academic misconduct includes conferring

with other class members, copying or reading someone else's test and using notes and materials without prior permission of the instructor. For open-book or notes exams and exercises, academic misconduct includes copying or reading someone else's work or consulting another individual.

Classroom misconduct:

Classroom misconduct includes forgery of class attendance; obstruction or disruption of teaching, including late arrival or early departure; failure to turn off cell phones leading to disruption of teaching; playing games or surfing the Internet on electronic devices unless instructed to do so; physical abuse or safety threats; theft; property damage; disruptive, lewd or obscene conduct; abuse of computer time; repeated failure to attend class when attendance is required; and repeated failure to participate or respond in class when class participation is required.

IMPORTANT: Entering a classroom late or leaving a classroom before the end of the period can be extremely disruptive behavior. Students are asked to arrive for class on time and to avoid early departures. Instructors have the right to deny students access to the classroom if they arrive late and have the right to dismiss a student from the class for early departures that result in disruptions.

Accommodations:

If you have special needs as addressed by the Americans with Disabilities Act and need assistance, please notify me. The school will make reasonable efforts to accommodate your special needs.

Title IX Reporting:

CSU's Discrimination, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking and Retaliation policy designates faculty and employees of the University as "Responsible Employees." This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments. As "Responsible Employees," faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety.

Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking, or retaliation is encouraged to report to CSU through one or more of the following resources:

- Emergency Response 911
- Deputy Title IX Coordinator / Office of Support and Safety Assessment (970) 491-1350
- Colorado State University Police Department (non-emergency) (970) 491-6425

For counseling support and assistance, please see the CSU Health Network, which includes a variety of counseling services that can be accessed at <http://www.health.colostate.edu>. And, the Sexual Assault Victim Assistance Team is a confidential student resource that does not have a reporting requirement and that can be of great help to students who have experienced sexual assault. The web address is <http://www.wgac.colostate.edu/need-help-support>.

Student E-mail:

Most of our communication comes via 'Announcements' on Canvas. Whenever you check into Canvas, if we have posted an announcement, you'll be able to access it. Check Canvas regularly. Students should also set the preferences on their Canvas account so that e-mails from JTC100 are forwarded directly to the e-mail account they specify for receiving university-related mail (we might use email for very important time-sensitive announcements). Students are responsible for keeping the university informed of their current e-mail address, to assure that their e-mail box accepts mail from Colorado State, to make sure their e-mail box does not exceed capacity, and for checking for messages on a regular basis. If you use spam blocker software, be sure you set your mail program to accept messages from colostate.edu.

Incompletes:

A student may request an Incomplete in the course if they are incapable of completing all exams and assignments due to documented significant circumstances outside their control. A request for an incomplete must be submitted in writing to an instructor by the end of Week 13. This request and supporting documentation will be reviewed. Poor performance in the course is not a valid reason to request an incomplete.

Learn More about Media

Become an avid media consumer!

Develop the habit of becoming a regular news consumer. All newspapers and magazines have websites — many are free, although you must register for some. News matters to you. Whether it is information about a tuition increase or about health or personal safety, news can be relevant and important. You're a busy person with classes and perhaps part-time work, but spending some time each day finding news should become a habit.

Join Student Media!

You don't have to be a Journalism & Media Communication major – all majors are welcome! Colorado State students can gain valuable experience and have fun while working in either a paid or unpaid position at the *Rocky Mountain Collegian* newspaper, KCSU-FM radio, Campus Television (CTV), or *College Avenue* magazine.

Fall 2021 Course Calendar

The course is organized in three units, each concluding with an exam.

The following is the week-by-week schedule of topics, with the corresponding readings, paper due dates, exam dates, and discussion dates. Note: Exact topics and timing may vary, and the

calendar is subject to change at the instructor's discretion. If you see any mistakes, let us know, we'll fix it.

Week 1

Reading:

Chapter 1, "Mass Communication: A Critical Approach"; and Chapter 8, "Newspapers: The Rise and Decline of Modern Journalism"

Make sure you take the quizzes as you read the chapters (worth 5 pts. each). To earn the points for the first two reading assignments, you must complete the reading with quiz questions by Friday, September 3, at midnight (Note: *I'm giving you more time the first couple of weeks.*)

Mon. August 23
Wed. August 25

Introduction to Course
Newspapers Part 1

Week 2

Reading:

Chapter 9, "Magazines in the Age of Specialization." (Don't forget to also take the LearningCurve quiz for Chapter 14 as well.)

(Note: *this begins the normal schedule with readings/quizzes usually due by Friday at midnight, unless otherwise indicated*)

Mon. August 30
Wed. September 1

Newspapers Part 2
Journalism Part 1

Week 3

Reading:

Chapter 14, "The Culture of Journalism: Values, Ethics, and Democracy."

Mon. September 6
Wed. September 8

No class
Journalism Part 2;
Paper A instructions posted on Canvas

Week 4

Mon. September 13
Wed. September 15

Media Literacy Part 1
Media Literacy Part 2;

Week 5

Reading:

Chapter 12, "Public Relations and Framing the Message"

Mon. September 20

Public Relations Part 1

Wed. September 22	Public Relations Part 2;
Thur. September 23	Study Guide for Exam 1 posted on Canvas
	Paper A Due by 9 p.m.

Week 6

Mon. September 27	Ethics
Wed. September 29	Exam 1 Review
	Exam #1

Paper B instructions posted on Canvas

Week 7

Reading:	Chapter 13, "Media Economics and the Global Marketplace,"
	Chapter 10, "Books and the Power of Print."

Mon. October 4	Media Economics
Wed. October 6	Books

Week 8

Reading:	Chapter 16, "Legal Controls and Freedom of Expression."
Mon. October 11	Media Law and Regulation
Wed. October 13	Media and Politics

Week 9

Reading:	Chapter 7: "Movies and the Impact of Images."
Mon. October 18	Film Part 1
Wed. October 20	Film Part 2
Thur. October 21	Paper B Due by 9 p.m.

Week 10

Reading:	Chapter 15, "Media Effects and Cultural Approaches to Research."
Mon. October 25	Media Effects
Wed. October 27	Advertising Part 1

Study Guide for Exam 2 posted on Canvas

Paper C instructions posted on Canvas

Week 11

Reading:	Chapter 11, "Advertising and Commercial Culture."
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Mon. November 1	Advertising Part 2
Wed. November 3	Exam 2 review
	Exam #2

Week 12

Reading:	Chapter 4, "Sound Recording and Popular Music"
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Mon. November 8	Music Part 1
Wed. November 10	Music Part 2

Week 13

Reading:	Chapter 5, "Popular Radio and the Origins of Broadcasting" and Chapter 6, "Television and Cable: The Power of Visual Culture."
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Mon. November 15	Radio, TV, Cable, & Mobile Video Part 1
Wed. November 17	Radio, TV, Cable, & Mobile Video Part 2
Thur. November 18	Paper C Due by 9 p.m.

Week 14

Reading:	Chapter 3, "Digital Gaming and the Media Playground."
Mon. November 29:	Video Games and Digital Video
Wed. December 1:	The Internet and New Media Part 1

Week 15

Reading:	Chapter 2, "The Internet, Digital Media, and Media Convergence."
Mon. December 6:	The Internet and New Media Part 2
Wed. December 8:	Study Guide for Exam 3 posted on Canvas Critical / Cultural Studies in Media

Week 16

Wed. December 15:	Exam #3 at 2 p.m. Engineering 100
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GTPathways Information

The Colorado Commission on Higher Education has approved JTC 100 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS3 category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>.

Pursuant to this certification, students will learn, in this class, to respond analytically and critically to human behavior, cultures, and social frameworks, by addressing one or more of the following:

- a. Develop knowledge of cultural or social frameworks/theories that explore and compare issues and characteristics of individuals, groups, communities, or cultures.
- b. Use tools, approaches, and skills from the Social & Behavioral Sciences to analyze and interpret issues.
- c. Understand diverse perspectives and groups.

Further, students will complete writing assignments that require reflection, analysis of key texts and concepts, making analytical distinctions, and evaluating evidence in support of claims. Such writing assignments will constitute at least 25% of the final grade in the course.

Finally, students in this class have the following *Critical Thinking, Diversity & Global Learning, and Written/Oral Communication* student learning outcomes:

GTPathways Core Student Learning Outcomes

Human Behavior, Cultures or Social Frameworks (GT-SS3):

Critical Thinking

- 1) **Explain an Issue:**
 - a) Use information to describe a problem or issue and/or articulate a question related to the topic.
- 2) **Utilize Context:**
 - a) Evaluate the relevance of context when presenting a position.
 - b) Identify assumptions.
 - c) Analyze one's own and others' assumptions.
- 3) **Understand Implications and Make Conclusions:**
 - a) Establish a conclusion that is tied to the range of information presented.
 - b) Reflect on implications and consequences of stated conclusion.

Diversity & Global Learning

- 4) **Build Self-Awareness:**
 - a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
- 5) **Examine Perspectives:**
 - a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.
- 6) **Address Diversity:**
 - a) Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

Written/Oral Communication

- 7) **Develop Content and Message**
 - a) Create and develop ideas within the context of the situation and the assigned task(s).
- 8) **Use Sources and Evidence**
 - a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
- 9) **Use language appropriate to the audience**

The following is the syllabus for JAMS 201: Media Writing, which I taught as a Teaching Assistant, serving as the lab instructor, for two years at the University of Wisconsin-Milwaukee (2018–2020).

JAMS 201: Media Writing
Lecture: Monday 9:30-10:20 a.m., 195 Mitchell Hall
Labs: Bolton Hall 293
Fall 2025

Professor Michael Mirer
Lab 801: Monday 11:30-1:20
Office: 227 Johnston Hall
Drop-in Hours: Wednesday 10-12 (227 Johnston) or by appointment
mirer@uwm.edu

Lab Instructors

Azeez Kazeem aokazeem@uwm.edu	Mukhtar Mohammed moham397@uwm.edu
Lab 802: W 8:30-10:20 Lab 803: W 11:30-1:20 Office: 556 Bolton Drop-in hours: T 10:25-11:25	Lab 804: T 11:30-1:20 Lab 805: T 8:30-10:20 Office: 562 Bolton Drop-in hours: W 10:25-11:25

Catalog Description

Techniques and strategies for writing that can communicate effectively with media audiences; emphasizes innovation and creativity within the constraints of good grammar and style. This course fulfills the Oral and Written Communication-B requirement of UWM's General Education Requirements. JAMS 201 is a prerequisite for most courses in the program's major. It also fulfills a licensing requirement in the English Education program.

Professor's Description

This course will introduce you to media writing in its various forms as well as the context in which professionals use these specific communication skills. It includes blocks on journalistic writing, strategic communication formats, and analysis of mediated content. This course is intended to introduce the ideas and skills that JAMS majors will need to be successful during their time here. Even if you are majoring (or intend to major) elsewhere on campus, the course offers practice in writing clearly, evaluating information, structuring written work and analyzing media that will be of value to you. For those on the education track, you might be asked to teach these concepts.

JAMS 201 consists of lecture (9:30 a.m. Mondays) and lab (labs meet on Mondays, Tuesdays and Wednesdays for 110 minutes). In lecture we will introduce the ideas and theories behind media formats and how they tend to work in the real world. In lab, you will work closely with your lab mates and instructor to hone practical skills. Learning them takes time. If it helps, think of this course as starting you on the path of developing both halves of the media professional's identity; the skills to do the day-to-day work, but also the knowledge of the field and its role in society. You should emerge from the course able to understand why media content looks the way it does and how that affects the world around us.

This course assumes no knowledge of media formats and we expect it to be challenging. The tools and strategies of academic writing that got you into this room are different than those employed in media writing. Sometimes it may feel frustrating, but all of this is learnable if you put in the work.

Goals

By the end of this course, I expect you will about to:

- Write clearly, cleanly and vividly using Associated Press Style
- Identify and produce content in formats consistent with journalism, public relations and advertising formats.
- Understand the ways those formats are employed to tell stories.
- Understand the ways various parts of the media system interact with others, and how the formats and conventions connect to those professional missions.
- Analyze media content using the tools of media studies as a discipline.

Readings

There is one required text in this course.

Minthorn, D., Jacobsen, J., Froke, P. (Eds.). *The Associated Press Stylebook and Briefing on Media Law*. New York: Basic Books. (About \$25.00)

The AP Stylebook serves as the basic rule book for most public-facing writing. If you plan on a career in media (journalism or PR especially) or even think something you write might be viewed by the public in some way, you will use it. If you plan to major or minor in JAMS, you will use it in almost all your classes. All quizzes will be open stylebook. AP produces regular updates with some changes. If you choose to use a past edition, you are still responsible for the most recent updates.

All weekly lecture readings and some lab resources will be posted to the Canvas site.

I also expect you to keep current on news and information, both for current events quizzes in this course and because being conversant with the news helps make your work topical. For quizzes, keep an eye on local, national and international headlines. I suggest scanning the homepages of the New York Times, Washington Post, Milwaukee Journal-Sentinel and Guardian or turning on alerts for a news app.

Course Components

Lecture

You cannot learn the mechanics of writing in a lecture hall, but you can learn why media writing looks like it does, which has been shaped by the history of the professions and social science research. During the Monday lecture, I will introduce the week's topic and set the context for the lab exercises that week. Lecture slides will be posted on Canvas and all material from lectures and readings will be considered fair game for weekly quizzes and the final exam.

Lab

In lab sections, students will apply the topics we discuss in lecture. Labs will provide opportunities to practice these news writing formats, work on writing projects, work with groups on critiquing writing and discuss media-writing issues in a smaller setting. It is vital that students are active participants in labs. We want your opinions, your ideas, and your comments and hope that you bring possible discussion topics to labs. I do expect you to treat your lab mates with respect when commenting on their work or working in groups. You should expect a lab assignment most weeks, which will generally be due **at 11:59 p.m. two days after your lab session (for example, if you are in a Monday lab, your homework will be due Wednesday).** You will file those assignments electronically through the Dropbox in Canvas. All work must be turned in through the electronic system and your lab instructors are not allowed to accept work submitted by email.

Grading

The goal in this class is for you to produce publishable work. That standard will not change from the beginning of the semester to the end. This way you should be able to see your improvement over the course of the term reflected in your grades. It also means you should expect the grades to be lower at the beginning of the course. Here is how to read those numbers

A	93-100	Publishable in current form with few revisions
A-/B+	88-92	Close to publishable with minimal work
B	80-87	Strong story, needs rewriting to be publishable
B-/C+	75-79	Mix of strengths and flaws, needs work
C	67-74	Major flaws, needs major work
D	59-66	Critically damaging flaws, needs overhaul
F	0-58	Work not done

In addition to numerical grades, lab instructors will be providing written feedback on assignments. Everyone in education says students do not really look at the feedback, but do not be that way. My advice is to focus on the words more than the numbers, especially early in the semester. Listening to that advice, which will come from the person grading your assignments, will be vital to doing well in the course. Note also that the lab assignments only count for 25 percent of the grade. Those assignments and that feedback should be preparing you for the final project.

Grade components

Lecture Posts (20 percent): You will be responsible for eight responses based on the lecture portion of the course. The weeks you choose are up to you, and you will have two options.

- ***Reading responses:*** Post a 200-to-300 word response to one or more of the week's readings in your section's Canvas space. Some possible approaches would be to focus on one of the week's main readings, highlight a theme that appears across the readings, ask a question raised by one of the readings, or reflect personally on how these concepts align with your own experience. Those should be posted by the start of lecture.
- ***Post-lecture questions:*** Sometimes you may want to respond to something I have discussed in lecture. During and following lecture you can post a question or a discussion on one of the ideas covered. I also may occasionally offer a writing prompt during the lecture. Questions or writing prompts will be due by Thursday at 5 p.m.

This writing and posting serves two purposes. First, they will help add points to your course grade that will be helpful given that lab assignments may be a challenge. Second, your weekly response and those of your classmates should help you study for the final exam. I do not expect you to respond to each on the message boards, but if you do, please keep your tone respectful. The final is cumulative and writing about topics will aid in retention. You may post once for credit under each prompt. You will receive extra credit for posts after your eighth (.2 per post, added to your final grade).

Please note that post grades are initially set to incomplete. That will flip as you complete the posts. This is so you do not forget to do the posts during the semester and your grade in Canvas is as up to date as possible.

Lab Assignments (25 percent): Lab work will focus on learning the practical skills associated with media writing. The goal of these exercises is to introduce you to the basics of media writing and get you comfortable with the various formats you will need during your time in JAMS program and in the professional world. Labs operate on the principle that you are beginners. We expect you to struggle and improve. The lowest scoring lab assignment will be dropped from the final grade.

Style/Current Events quizzes (10 percent): Starting early in the semester, you will have eight weekly quizzes on current events, information from readings and lectures and AP Style. Quizzes will be open style book. Often current events and other useful information will be posted on the #jams201 hashtag. The lowest two scoring quizzes will be dropped from the final grade. The pre-term diagnostics will be included in this section of the course.

Final Project (30 percent): The final project format will be introduced in November and consist of two pieces of content; a piece of strategic communication and a media analysis of a piece of journalism. I will offer more details on this later.

JAMS Presentation (5 percent): On Nov. 10, representatives from the JAMS program will provide a session on the JAMS major or minor. You will receive credit for attendance (or viewing the lecture capture).

Final Exam (10 percent): The final exam will be online during a window lasting between Dec. 8-10. It focuses on the readings and lectures in the course with a section on AP Style. This exam will be cumulative.

Deadlines

One reality of writing for media is firm deadlines and we will enforce them to get you in the habit of meeting them for lab assignments. TAs will deduct five points for work submitted in the hour after the deadline, five more points for the next 23 hours and then 10 more points for each subsequent day. If you have something going on in your life and cannot meet a deadline or a University-approved activity that prevents you from meeting the deadline, please let the professor and lab instructor know in advance. We cover a lot in this course, and our policy is to not move backward on course material. Letting us know in advance will allow us to excuse things more easily.

Fact Errors

Accuracy is a cardinal value in media ethics. Moreover, it increasingly separates human work from AI-driven hallucinations. Small mistakes damage a reporter's credibility and create the possibility for misinformation to spread, something that happens especially quickly in the social media era. Inaccuracies from strategic communicators undercut your future credibility as a news source. To underscore this, we impose ten-point deduction for fact errors in any assignments (misspellings of names, locations or other factual information). The deduction will be taken after the assignment has been graded.

Lecture Capture

Our lecture sessions will be audio-visually recorded for students who are unable to attend at the scheduled time due to illness or other issues. Students who participate during an in-person class session agree to have their audio/video or image recorded, although the capture only shows the front of the room. The recordings will be behind Canvas login and not made publicly available. My experience with lecture capture and UWM technology is that the system works most of the time, but not always.

Lab sessions will not be recorded due to the discussion-based format.

Attendance

For those students who hope to declare their major or minor in JAMS, attendance is one way of demonstrating you are serious about your academic goals. In lecture, we will track attendance as part of an early alert system for students who are struggling or having health issues. We provide one point of extra credit for those who attend at least 11 lectures and two for those who attend all of them. All lectures will contain a codeword so that those who view the lecture capture can email me to get credit for attending.

For lab, assignments and quizzes will be available online so even if you miss a lecture or lab session, you should be able to stay current on work. Our general policy, however, is not to move backward. This is because we put a lot of effort into grading and feedback and, just as you have

other classes, we as the teaching team have many other responsibilities. Assignments missed due to absences cleared in advance will be excused. They will not count against your grade, but you also will not have the opportunity to practice the writing format.

Should you encounter a more serious situation or have some unforeseen circumstances, please contact the professor and your lab instructor to discuss accommodation.

Contact

The one thing I wished someone had told me when I was an undergraduate is that drop-in hours are a key to success in college. This is not like being asked to stay after class in high school and more like using university resources that you are paying for to ask your questions about course material or beyond. My drop-in office hours are listed at the top of the syllabus. I will literally be sitting there waiting for you to come talk to me about the course, the University, your career plans, the future of media, the Milwaukee Bucks or really anything else. I am available by email (mirer@uwm.edu) for specific questions. Please be aware that I am old and often I will not see emails sent after 8 p.m. until the next morning. Your lab instructor also will have weekly office hours, which are listed on the syllabus.

Academic Misconduct

In the professional media world plagiarism or other forms of dishonesty will turn your name into a punchline and your career into a class example in an ethics seminar. I hope you will be aiming higher. At the university level, plagiarism fits into a larger group of issues called academic misconduct. The university defines academic misconduct as

an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts.

Prohibited conduct includes cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Cases of academic misconduct will be referred to the College of Letters & Science with a recommendation for disciplinary action. If you have questions about what qualifies as plagiarism, talk to your TA or to me sooner rather than later. A full explanation of the

disciplinary policy can be found on the university websites:
<https://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/>.

Artificial Intelligence

Media companies are exploring the use of AI tools, so I do not categorically ban them for idea generation and the creation of initial text. My experience with these tools from previous classes is they produce awful work at immense environmental cost. Generative AI companies are trying to produce plausible human speech, but do not particularly care about things like accuracy or ethics. For the strategic communication units, they simply rearticulate cliches because the tools use old sentences to predict what words go together. If you turn in AI-generated output without making significant manual improvements, expect to receive grades that reflect the content of the work. If you leave AI hallucinations in the assignments like made-up quotations, you will receive a 25-point deduction on that writing assignment.

Accommodation

Students who need accommodation should talk with me as soon as possible, especially as quizzes start in Week Three. Students should also contact the Accessibility Resource Center about accommodations. More information is available at this link: <http://www4.uwm.edu/sac/>.

Incompletes

A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. An incomplete will be granted only after the student and instructor have agreed upon a date by which the missing work will be completed.

Other University Policies

Links to other university policies are available at the following:

<http://www4.uwm.edu/secu/SyllabusLinks.pdf>

Time Statement

The average student should expect to devote about 145 hours during the semester to this class. This is an average expectation, and some students may need to devote more time to class. Here is the general breakdown:

Task	Time in hours
Lecture	16
Lab	26
Exam and quiz prep	20
Reading	16
Reading responses	8
Lab and Final Project assignments	59

Course Schedule (DATES AND READINGS SUBJECT TO CHANGE)

Sept. 3: Virtual Introductions to JAMS 201

Lab (Video Only): Media writing mechanics and meeting the AP Stylebook

Assignment: AP Style and Grammar quiz (Both due Jan. 31)

Sept. 8: Introduction to media writing and storytelling

Lecture Readings

- *Lamott, A. (1994). "Shitty first drafts." In Bird by Bird: Some Instructions on Writing and Life. New York: Anchor Books*
- *Svoboda, E (2015). The Power of Story. Aeon.co*

Lab: Introductions/Elements of newswriting

Assignment: Rewrite AI-Generated Story

Sept. 15: Journalism in theory

Lecture Readings

- *Kovach, B., & Rosenstiel, T. (2021). The elements of journalism: What newspeople should know and the public should expect. Three Rivers Press (CA). Ch. 1*

Lab: Quiz 1; Introduction to leads

- *Harrower, Tim (2013). Inside Reporting: A Practical Guide to the Craft of Journalism, Third Edition. New York: McGraw-Hill pp. 18-19*

Assignment: Breaking News Leads

Sept. 22: Leads and Structure Lecture

Lecture Readings

- *Schudson, Michael (2003). "News and Literature and Narrative." in The Sociology of News. New York: W.W. Norton & Co., pp. 177-193.*

Lab: Quiz 2; Ranking information

- *Lead Examples*

Assignment: Breaking News Story

Sept. 29: Information gathering

Lecture Readings

- *Kovach, B., & Rosenstiel, T. (2021). The elements of journalism: What newspeople should know and the public should expect. Three Rivers Press (CA). Ch. 2*

LAB: Quiz 3, Interviewing

- Wisconsin Center for Investigative Journalism: The Art of the Interview

Assignment: Follow-up story

Oct. 6: Writing for broadcast

Lecture Readings

- Tompkins, A. (2013). *Aim for the Heart: How to write, shoot, report and produce for TV and Multimedia*. Washington DC: CQ Press. Ch. 1

Lab: Quiz 4; Building Radio stories

Assignment: TV News Script

Oct. 13: Strategic communication

Lecture Readings

- Bernays, E. L. (2005). *Propaganda*. Ig publishing, Ch. 1
- Bivins, T. (2020). *Public Relations Writing*, Ch. 1
- Cialdini, R. B. (2001). *The science of persuasion*. *Scientific American*, 284(2), 76-81.

LAB: Quiz 5, Writing Press Releases and understanding their structure

Assignment: Press Release

Oct. 20: Audiences

Lecture Readings

- Thomsen, S (2023). *Not the company we thought it was. Southwest Airlines' attempt at image repair during its October 2021 flight cancellation crisis*. *Public Relations Review* 49
- Turow, J. (1997). *Mapping a fractured society. Breaking up America: Advertisers and the new media world*, 55-89.

LAB: Quiz 6, Communication plans

Assignment: Executive Summary

Oct. 27: Writing for Advertising

Lecture Readings

- Drewniany, Bonnie L., and A. Jerome Jewler (2014). “Strategy: A Road Map for the Creative Team.” Chap. in *Creative Strategy in Advertising*. Boston: Wadsworth, pp. 80-96.
- Moriarty, S., Mitchell, N., & Wells, W. (2011). *Advertising: Principles and practice*, 9th Ed., Upper Sadler River, NJ: Prentice Hall. Chapter 1
- Marketplace: [What happened to Sierra Mist? The marketing of “cool” soda.](#)

LAB: Quiz 7, Introduction to the creative memo

Assignment: Produce a creative brief

Nov. 3: Social media across the fields

Lecture Readings

- *Delish.com: When did food company social media get so weird?*
<https://www.delish.com/food/a29438999/food-company-social-media-best-weird-tweets-instagram/>
- *New York Times: Chen, B.X. & Isaac, Mike (2023, July 12) Threads Review: How Meta’s New App Stacks Up Against Twitter.*
- CMS Wire: Is Big Social Media Over? (2025): <https://www.cmswire.com/digital-marketing/x-meta-and-the-great-social-media-meltdown/>

LAB: Quiz 8. Introduction to the Final Project; Copywriting

Nov. 10: JAMS Presentation

No Readings

Lab: In-class ad due: Individual final project meetings

Nov. 17: Writing about the media – Communication and culture

Readings

- *Carey, J. W. (1975). A cultural approach to communication. Communication 2(2), 1-22.*
- *Tufekci, Z. (2014, February 12). Is the Internet good or bad? Yes. Retrieved from <https://medium.com/matter/76d9913c6011>*

Lab: Media Analysis

Assignment: Writing about the media

Nov. 24: Writing about the media – Communication and its effects

Lecture Readings

- *Vallone, R. P., Ross, L., & Lepper, M. R. (1985). The hostile media phenomenon: biased perception and perceptions of media bias in coverage of the Beirut massacre. Journal of personality and social psychology, 49(3), 577.*
- *Aley, M., & Hahn, L. (2020). The powerful male hero: A content analysis of gender representation in posters for children's animated movies. Sex Roles, 83(7-8), 499-509.*

No Labs

Dec. 1: Media Ethics/Media Law

Lecture Readings

- *Klein, L., & Johnson, B. G. (2022). A test of free speech: applying the ethics of care to coverage of Snyder v. Phelps. Journal of media ethics, 37(2), 128-142.*
- *SPJ Code of Ethics*
- *Public Relations Code of Ethics*
- *Advertising Association Code of Ethics*

LAB: Review for Final Exam; Work on Final Projects

Dec. 8-10: Final Exam Window

Final Projects due: Dec. 16, 11:59 p.m.

Final written project - JTC 210 news writing

Turn in sheet, basic guidelines

Final written story:

FORT COLLINS, CO—Inside a cozy cafe just on the corner of Elizabeth and City park, mother-daughter duo Cindy and Jordan Richards greet every customer with the warmest of smiles, and the encapsulating aura of freshly brewed coffee. For these two, owning a *Just Love Coffee Cafe* is more than just a business, but a heartfelt mission to foster connection and community within the city of Fort Collins every day.

Since they're opening in August of 2024, Just Love Coffee Cafe has become one of the most beloved local spots for all day breakfast, lunch, and dessert. Iconically known for its experimental, hand brewed coffee and signature specialty menu items, the cafe is both an intriguing culinary exposition, and a community gathering place. However, the story behind Cindy and Jordan's journey is just as rich as the coffee that they serve.

Cindy, who moved to Colorado as a child, and Jordan, who has lived in Fort Collins with her family all her life, have always dreamed of combining their collective love of coffee and service to others, and turning it into something meaningful. “We always thought that businesses can do more than just serve our customers,” Cindy says. “They can also serve as a place where people come together and give back to the community [we] all just love so much.”

Their Journey first began with an opportunity that aligned perfectly with their values and philanthropies: Just Love Coffee Cafes. Originally founded by Rob and Emily Webb in 2009, the brand was born out of a desire to make a difference, and find something bigger than them. After traveling to Ethiopia to meet their newly adopted children, the Webb's combined Rob's passion for hand roasted coffee with their firsthand understanding of the hardships and struggles when going through the adoption process. It originally began as an online coffee shop dedicated to supporting small, local businesses, but after a lot of demand, soon grew into a thriving franchise of physical cafes all around the country.

The first in-person Cafe opened in Murfreesboro, Tennessee, back in 2014, with a mission to serve more than just great coffee. With new challenges, they decided to add an all day menu that featured yummy treats like waffle-ironed specials and gourmet breakfast sandwiches. Taking the community by storm, word spread fast, making the coffee shop one of the most popular spots in town. Former NFL player and Just Love Coffee franchise owner, Keith Bulluck, was inspired by Rob's mission, and went into business with him, opening up a location in Franklin, Tennessee. When interviewed by Charles Pulliam, Bulluck explains that “It was a no-brainer to do business with someone like that in terms of actually following through and launching this idea and being here and being a part of this community again.” After sharing his experiences, Bulluck sparked other entrepreneurs to open up their own shop, eventually catching the eye of Cindy and Jordan all the way in Colorado. They loved the vision of creating a welcoming space for meaningful connections, and decided to bring the love to Fort Collins, searching to recreate the company's warm and welcoming atmosphere. Through the love that they show everyday, they strived to bring communities together as people came to try out perfectly crafted drinks and the delicious food that awaited them.

The cafe undeniably reflects Just Love Coffee's mission by being a catalyst for love and community. “It's awesome to know that we're not just selling coffee or food,” Jordan says. “It feels like we're creating a space for people to feel seen, valued, and connected. It's just a really awesome way to bring people together.”

Cindy and Jordan's commitment to their community goes beyond their cafe's walls. They spent years of their life volunteering with several organizations like National Alliance on Mental Illness (NAMI) or Habitat for Humanity where they combine service and business practices into one. "We always thought that businesses can do more than just serve our customers," said Cindy. "It can also serve as a place where people can come together and give back to the community that we all love so much and that we all want to make better."

With Habitat for Humanity, they helped build a home for a single mother in need, a project Cindy describes as "a very rewarding experience." with NAMI, they facilitated the family-to-family program, and educated people on mental health recovery, offering hope to families who are navigating challenging situations. "We've seen firsthand how these programs can change people's lives, and completely redirect them in a positive way," Jordan explains. "That's the kind of impact we want to make, and continue to make in our community."

The cafe has undoubtedly begun to make its mark on Fort Collins, and the hearts of the people living there. Regular customers rave about the cozy atmosphere, unique menu offerings, and the most popular part-handcrafted drinks. The community-focused approach has also made the cafe a hub for local events that foster connections among neighbors, family, and friends. "It's rare to see a business take so much time to really give back to their customers," explains regular customer Katelyn Meyers. "It's just so nice to know that there are companies who genuinely care about the people that they serve, and that it's not just a one-sided relationship."

When looking ahead, Cindy and Jordan have big dreams for their cafe, and the future Fort Collins. They plan to host charity events, partner with local organizations, and continue to find creative ways to give back. "We just want what's best for everyone in this community. We love them as much as they love us, and it's important to show that," Cindy says.

For the mother-daughter duo, Just Love Coffee Cafe is more than just a business, but a way to live out their values and make a meaningful difference within their community. With every cup, treat, and smile they serve, they are living proof that coffee truly has the power to bring people together, one cup at a time.

Broadcast/radio story (60 seconds, includes soundbite):

[Link to audio sample](#)

Photo, cutline and credit:



Just Love Coffee Cafes signature waffles, captured by Kathryn Prerost

Sweeten your day with our signature Belgian waffle topped with whipped cream, chocolate drizzle and freshly cut strawberries. It's practically love at first bite! 🥞🍓✨

Social media posts to two different platforms:

Social Media Posts: Instagram



Just Love Coffee Cafe is visiting Social West Apartments with plenty of food and drinks for the residents! 🎉☕

Come by and enjoy our fresh signature brews and delicious snacks all served with a healthy portion of love! ✨❤️

#JustLoveCoffee #FOCOCommunity #ApartmentLife #FortCollinsEats

Social Media Posts: Facebook

Sip into the season with Just Love Coffee! 🎅❄️

Our three new seasonal drinks are here to bring you the cozy comfort of the holiday season!

🌿 Peppermint Mocha Latte – A minty and chocolate treat that warms the heart

🍪 Cookie Butter Latte – Sweet and smooth with a hint of spice

🥚 Eggnog Latte – A creamy yet festive cup of cheer

Swing by and taste the joy in every sip – Available for limited time

Order online to skip the line 👉

[Order Now](#)

PR pitch and summary:

Pitch:

Mother-Daughter duo have turned their shared love of coffee and community into a thriving local coffee shop that focuses on philanthropic efforts in order to help give back to their community.

Summary:

In a society where coffee shops are normally just a quick stop during the day, Fort Collins' Just Love Coffee Cafe is breaking that mold. Mother-Daughter duo Cindy and Jordan Richards have combined their passions for coffee and community and transformed it into a bustling abode that's all about connection with others, and giving back.

Opened in August 2024, Just Love Coffee Cafe offers more than just hand-brewed coffee and fresh, gourmet meals. The cafe offers a welcoming atmosphere where coffee meets a mission to make a difference. The two have infused their personal values into their business, creating a space that embodies goals to serve their community with compassion.

The Richards' dedication to philanthropy is shown over and over again with their long standing work with different organizations like National Alliance on Mental Illness (NAMI) where they educate families about mental health issues, or Habitat for Humanity where they helped build a home for a single mother. They were inspired by the original values of the company founders, Rob and Emily Webb, who kickstarted the business as

a way to support families through the adoption process, all while running an online coffee shop tailored to help other small businesses. The duo wanted to bring the love to Fort Collins, and have recently opened an in-person shop. See how Just Love Coffee Cafe is strengthening Fort Collins. redefining what it means to be a local business

Advertisement (Newspaper):

Just Love Coffee Cafe: Brewing Love One Cup at a Time

If you're looking for a cozy abode to grab a delicious cup of coffee and a gourmet snack, stop by "Just Love Coffee Cafe" in Fort Collins. We serve more than hand-brewed specialty drinks and freshly made food – we serve the community.

Come try our fan favorite waffle-iron creation freshly made every day with a variety of toppings. Or sip on one of our newly added seasonal drinks like the cookie butter latte or our peppermint mocha which are crafted to make your holiday season even brighter.

Located right on the corner of Elizabeth and City Park, Just Love Coffee Cafe is more than a coffee shop, but a place for connection, kindness, and a little extra love with every bite.

Visit us today to see why your neighbors are calling us their new favorite spot in town!

Address: 1335 W Elizabeth St Suite #140, Fort Collins, CO 80521

Hours: 7 AM - 6 PM, Monday - Sunday

Follow us on social media [@JustLoveCoffeeFortCollins](https://www.instagram.com/JustLoveCoffeeFortCollins)



News Story

Jazmin Hope Virility: Hoping for Success

In the dimly lit garage of his childhood home, 21-year-old Jackson Dean grips his bass, the hum of the amp signaling the beginning of another rehearsal. With his band, *Jazmin Hope Virility*, on the cusp of their second album release, Jackson's story is one of dedication, raw talent, and overcoming personal struggles in the pursuit of stardom.

Jackson, a college senior studying music production, leads the three-member group as its bassist, songwriter, and producer. "Music is where I feel most myself," he shared during an interview after rehearsal. "It's the one place I can be free." For Jackson, that sense of self-expression came at a cost. Balancing school, family, and launching a music career hasn't been easy, but his determination shines through every time he plays.

The band *Jazmin Hope Virility* was born five years ago when Jackson, then 16, met singer Nurry Greer and drummer Vince Ortiz at a mutual friend's concert. The trio bonded over a shared love of surf rock and a vision for creating something new and distinct. Their initial jam sessions were raw and experimental, but it didn't take long for the three to find their sound. "The first time we played together, it just clicked," Vince recalled. "We were all on the same wavelength, and it felt like we could push each other to make something bigger. It was like finding the missing pieces to a puzzle."

The band's sound is a captivating blend of gritty riffs, powerful vocals, and catchy lyrics. Jackson's basslines form the backbone of their music, while Nurry's perfect pitch voice delivers the emotional punch. Vince's high-energy drumming adds a dynamic intensity that ties it all together. "We wanted to blend old-school surf rock vibes with a modern and harder edge," Jackson explained. "It's a balance between nostalgia and pushing boundaries."

Their unique sound caught the attention of David Shuken, a local community college professor and music enthusiast, who stumbled upon their performance at a local park after dark. "I saw something special in them," Shuken said. "It wasn't just their talent—it was their passion and drive. That's what really sets them apart." Shuken has been mentoring the group ever since, helping them refine their music and navigate the complexities of the music industry. Shuken also allows the boy to use the recording studio and equipment at the college he works at. This college is also the inspiration of the first song they released, *Chain College* "Jackson's stage presence is magnetic," Shuken added. "He's fun to watch and is the glue that holds this group together."

While *Jazmin Hope Virility* has enjoyed moments of success, the road hasn't always been smooth. Creative differences, financial pressures, and balancing personal lives with musical ambitions have tested them. "We're all opinionated, but that's what makes our music better,"

Jackson admitted. “We all have strong opinions about the music,” Jackson admitted. “But that’s part of what makes our sound unique. We push each other to be better.”

On a personal level, Jackson’s journey has been shaped by both struggle and growth. Music became an emotional lifeline during his high school years, a time when he struggled with mental health and social isolation. His mother, Joni Dean, reflected on the challenges her son faced growing up. “Jackson has always been a quiet kid. In high school, he struggled with his mental health and friendships,” she said. “It was hard to see him go through that, but music became his outlet. It gave him a voice and a way to express himself. It also brought him his best friends and nothing has made me prouder than seeing those boys connect and become each other’s family.”

The garage where the band started practicing became more than just a space for music—it became a sanctuary for the boys. Joni supported her son’s passion by allowing late-night rehearsals and offering encouragement every step of the way. “There were nights when the noise was overwhelming,” she laughed. “But it was worth it to see his passion grow. I always wanted to give them the space to create and just be themselves.”

For Jackson, the band has been more than a creative outlet; it’s been a lifeline. “Nurry and Vince have helped me come out of my shell,” he shared. “They’ve become more than bandmates—they’re my brothers.”

The band’s breakthrough came with their debut single, *Chain College*, which gained traction on local radio and streaming platforms. The song, a gritty anthem *Chain College*, resonated with local audiences for its relatable lyrics about suburban monotony and self-discovery. “We wrote it in one night,” Jackson said. “It’s catchy, and even my little sister sings it—and she’s a hardcore Harry Styles fan,” he joked.

The success of *Chain College* opened doors for the band, leading to gigs at larger venues and opportunities to collaborate with other artists and even planning a tour. However, the band remains grounded. “It’s surreal to see people singing along to our songs,” Nurry said. “But we’re still just three guys making music that we love.”

Now, with their second album set to release this spring, *Jazmin Hope Virility* is ready for even greater success. The album promises to showcase their growth as musicians and as a band. “This album is more personal,” Jackson said. “We’ve poured our hearts into it, and I think people will hear that.”

The band has already begun planning their first tour, which will take them to cities across the West Coast. For Jackson, the dream isn’t about fame—it’s about connection. “When we make music, it’s like we’re creating something bigger than ourselves,” he said. “That’s what it’s all about.”

As the band packs up their gear after another late-night practice, Jackson takes a moment to reflect. “It’s been a crazy journey,” he said, his bass slung over his shoulder. “But really this is just the beginning for *Jazmin*

With a determined smile, he steps out of the garage and into the night, ready to chase the next chapter of his dream.

Photo, Cutline and, Credit



Jackson Dean rehearses with *Jazmin Hope Virility* in his family’s garage in Oakland California, December 2024. The trio is preparing for their second album release and first West Coast tour, set to kick off this spring.

Photo Credit: Sydney Maurer

Social Media Posts

Instagram

Photo would be the candid below

Caption: Meet *Jazmin Hope Virility*, the up-and-coming rock band that's turning heads with their unique surf-rock vibes. 🎸 Their new album drops this spring, and a West Coast tour is just the start. Stay tuned!

#JazminHopeVirility #ChainCollege #NewMusic #RockOn

Twitter

♪♪ Rising stars alert! Local band *Jazmin Hope Virility* is making noise with their debut hit *Chain College* and prepping for their second album. Catch them on tour this spring! 🎸 ✨ #NewMusic #RockBand

PR Pitch and Summary

“Local band *Jazmin Hope Virility* is redefining surf rock with a modern edge. Their upcoming album and West Coast tour showcase their growing impact on the indie music scene.”

This story aligns perfectly with organizations such as Spotify and their local colleges music program that support indie music and young artists. By highlighting the band’s innovative sound and rock origins, this profile demonstrates the value of fostering local talent and engaging diverse audiences. For the venue, partnering with the band for a release event could bring in enthusiastic crowds, while a streaming service could amplify the band’s reach to new listeners, emphasizing its role as a platform for rising stars.

Advertisement



Mashal Reha
Professor Abu Taib Ahmed
Class: JTC news writing
Date: December 10, 2024

Final Written Story

“A Muslim Woman Can Also Be A Feminist” A Profile of Heleena Kakar

(this story is purposefully referring to her by her first name)

Trying to paint a picture of Heleena Kakar is like trying to weave a Khal Mohammadi tribal rug. There are thousands of strands with different designs and colors in each section, all needing the strongest knots to keep their shape, but when you stand back and look at the rug, you see a masterpiece.

Heleena Kakar is a strong women's rights leader who grew up in Kabul, Afghanistan, and experienced all of the political turmoil from the end of the Soviet controlled era, through the emergence of the Mujahideen, into the Taliban control after the various civil wars, and throughout the United States led NATO period of nation rebuilding.

Working for the Afghan government in August of 2021, Heleena also experienced the most recent nation change when the Taliban took control of the country yet again. She volunteered in refugee camps with groups like the IOM, the IRC, and US military teams to help refugees before moving to Colorado in early 2022.

As a recent Afghan transplant to Colorado myself, I was surprised to see such a successful woman from my country not living on either coast of the US where most Afghans have relocated.

The threads of Heleena have many colors, from feminist activism and human rights work, to public speaking, consulting and program management, as well as foreign relations, counter-narcotics work, and even international sports competition.

As an educated woman, she has obtained a degree in Computer Science from Herat University, a Master's degree in International Politics from India, and a special Master's in Sport Management from Switzerland.

Speaking with her younger brother Atiqullah, a freshman student at Colorado State University, he describes looking up to his big sister from his earliest memories as a refugee in Pakistan during the Taliban regime.

Despite their situation, Atiq remembers how she was constantly a hard worker who constantly fought for her dreams through education and “bravely studied subjects that most other young women were not attempting.”

Heleena states, “Being a woman from Afghanistan I have faced many problems and challenges to be who I am right now and to have my own identity. I fought for my basic rights (*Education and Work*), despite the fact of many struggles.”

Heleena doesn't go into much detail about these struggles, and like many Afghan refugees, she is focused on constantly building for the future; what is needed, what is being done, and what can be achieved. Not just for Afghans, but for all women and those who are in need of an advocate.

When I look at Heleena, I see a cut tourmaline stone with many shining facets that face defiant outward while shining on the world around her. Each face of Heleena's stone represents a different aspect of her hard work.

She has *ambitiously* involved herself in a multitude of activities and does not let an opportunity to do something go by. Her *energetic* passion is obvious, and it shows through her work, both past and present.

In Afghanistan she has worked *conscientiously* in leadership roles with the government including the State Ministry for Peace and as a Director in the Ministry of Counter-Narcotics (MCN), working directly with the United Nations Office on Drugs and Crime (UNODC).

Fort Collins resident “Chris” (who did not wish to be named in this story) remembers visiting both the MCN and UNODC in 2013 on an intelligence assignment and seeing an *industrious* twenty-something year old woman “holding court over groups of men, not just being a contributor.” He also mentions how Heleena and others like her provided moments of hope during the middle years of US involvement.

Along with starting her own charity, the Third Thought Organization, Heleena also started Afghanistan’s first feminist magazine, **RUIDAD**. When asked what inspired her to create **RUIDAD**, Heleena says, “At age 17, I traveled to a different province of Afghanistan, Herat, to pursue my B.A in computer science. I used to stay in a dormitory, being young, alone and far from family in a very conservative society. I faced many challenges and difficulties and I deeply understood the challenges of other girls my age and the mentality of society toward girls and women.”

She used this time to reflect on how these struggles helped her to “raise my voice and share my opinion with girls who were sharing their problems. I wanted them to be their voice, which made me think of establishing **RUIDAD** and educating girls about their rights while building a strong network to have each other's backs.”

RUIDAD quickly became known as Afghanistan's first feminist weekly publication covering topics such as women's autonomy, family life, and ending domestic abuse, and this sparked many international media outlets to label Heleena as Afghanistan's 'First Feminist'.

In an early 2012 interview with Firstpost.com, she made the groundbreaking statement, "***A Muslim woman can also be a feminist.***" This was almost unheard of to say in an Islamic country like Afghanistan, even in the middle of the western involvement.

When following up with her on how she overcame the challenges of doing this in such a difficult environment, Heleena responded, "Being a feminist and educating other women in Afghanistan is not an easy job, it is not overcome completely, and daily you have to fight for your rights, hence we established **RUIDAD**, built the network, and continued the great work but always faced new challenges down the road."

The success of **RUIDAD** further introduced Heleena to work and consulting with several global groups, including the UK based FRIDA, and Front Line Defenders.

These have brought her into the world of working with other refugees like herself, and now that she is in Colorado, Heleena reflects, "My journey as a refugee started within my country, I left Kabul to Mazar and then Mazar to Doha-Qatar, and from there I landed in the USA.

The journey educated me more deeply about being a refugee and this means. During the process of evacuation, I learned about the reception of the host community too."

These new challenges have helped to transform Heleena's advocacy. She has added being a "Refugee advocate on top of being a woman advocate too, hence I shape my career to work in the USA to support refugees, especially women who are facing many problems to integrate into society."

Living in Denver, Heleena has joined the ECDC African Community Center where she can, “better help refugees [because they] are assets not liabilities … .and should be who they are, be recognized as human, not as a second element of society. I am hoping to see them back as successful as they were.”

When asked to talk about how this is rewarding for her, she shows her ***dedicated*** mindset of compassion while describing the satisfaction of seeing other refugees find their new home in Colorado while being treated equally during their resettlement.

She has also brought both refugees’ and women’s advocacy to her work as a consultant with MADRE, an international human rights organization and continues to support women at risk in Afghanistan by helping them to find underground educational opportunities and safe places in third countries.

How one juggles all of these positions is a question, and maybe Heleena taps into her athleticism and table tennis skills. As a child she was the first under 15 player in the country, and is also the President of the Afghanistan Table Tennis Federation.

Despite all of the work she is doing based in Colorado, the fact remains that women in Afghanistan are struggling deeper every day with more and more restrictions due to the Taliban’s *gender apartheid*.

So when asked what role young people, especially women, can play in shaping the future of Afghanistan, Heleena quickly redirects, “Before answering this question, let’s first bring changes by men in Afghanistan. Men of the family, and women should start to bring changes from their family first, educate their brother, father, or husband. Also young people, including boys, should be equally responsible toward girls.”

This is a rare redirection, and even though it is a basic feminist practice, it was refreshing to hear her reframe the issue as being solely the responsibility of women.

She then continues, “Regarding shaping the future of Afghanistan, first young girls and women should continue their education. Only through education can we have a bright future in Afghanistan, so participation of young boys & girls is the only step toward the success of a country. By education, individuals will know their responsibilities toward their family and community.”

Since the West’s involvement in South Asia after 9/11, the world has seen a number of muslim women thought leaders become household names.

Women like Malala Yousafzai, Queens Rania and Noor, Ilhan Omar, Rashida Tlaib, and Mariane Satrapi tend to emerge in educated Americans’ minds, and it might not be too long before the name Heleena Kakar reaches their level.

Broadcast/Radio Story

[Heleena Kakar Profile \(click to listen to 60 second file\)](#)

Soundbite - A Muslim Woman Can Also Be A Feminist

Story Transcript - Heleena Kakar is a remarkable Afghan woman whose life reflects resilience and advocacy. Growing up in Kabul during decades of political turmoil, she fought for her education and identity despite societal barriers. With degrees in computer science, international politics, and sport management, Heleena became a trailblazer in women's rights, public service, and international relations.

She launched Afghanistan's first feminist magazine, **RUIDAD**, to empower women and advocate for their rights. Heleena also held leadership roles with the Afghan government, working with organizations like the United Nations Office on Drugs and Crime. After fleeing Afghanistan during the Taliban's 2021 resurgence, she relocated to Colorado, where she now supports refugees and women through advocacy and consulting roles.

From founding charities to inspiring change through education, Heleena emphasizes the need for both men and women to shape a better future. She embodies hope, determination, and a belief in education as the path to empowerment. Her story is one of perseverance, ambition, and an enduring commitment to human rights.

Photo, Cutline and Credit



A rare moment of relaxation during Heleena's daily visits for work at the ECDC African Community Center in Denver, Colorado. Getting messages throughout our interview, Heleena demonstrated the multi-tasking talents that have helped her reach many goals.
(photo courtesy of Mashal Reha)

Social Media Posts to Two Different Platforms

Instagram

10:54 4G

Instagram

RehaCSU

"A MUSLIM WOMAN CAN ALSO BE A FEMINIST"

HELEENA KAKAR

@REHACSU

12 Likes · 1 Share

Like Comment Share

Liked by max78rt and others

RehaCSU Check out my interview with Colorado resident and refugee @heleenakakar, an Afghan woman who works for human rights and advocates for women and refugees. Read the full story on NooristaniNews.com #heleenakakar

[View all comments](#)

Facebook

6:22 PM

Home Posts Videos Photos Community

RehaCSU 2 hrs ·

Heleena Kakar is one of the most dynamic young Afghan activists today, and sat down for an inspiring interview. Join our conversation on NooristaniNews.com

"A MUSLIM WOMAN CAN ALSO BE A FEMINIST"

Exclusive Interview with Heleena Kakar

12 Likes · 1 Share

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PR Pitch and Summary

Dec 10, 2024

Issued by: NooristaniNews.com

For Immediate Release

Contact:(+1) 970-803-4670 or Reha@colostate.edu

PR Pitch - Introducing Heleena Kakar: An Afghan and Tireless Advocate for Women's Rights and Resilience Now Assisting Refugees in Colorado.

FORT COLLINS, CO — Dear Colorado State University Office of International Programs

Meet Heleena Kakar, an extraordinary Afghan woman whose journey of resilience, leadership, and advocacy has inspired countless lives. Growing up in Kabul amid political upheaval, Heleena defied societal barriers to pursue her education, earning degrees in computer science, international politics, and sport management. As the founder of **RUIDAD**, Afghanistan's first feminist magazine, Heleena amplified women's voices and championed equality. She held leadership roles with the Afghan government and international organizations like the United Nations Office on Drugs and Crime, becoming a trailblazer for women's rights and public service.

Following the Taliban's 2021 resurgence, Heleena relocated to Colorado, where she continues her mission by advocating for refugees and women's empowerment through education and policy consulting. Heleena's inspiring journey embodies perseverance, hope, and the belief that both men and women can work together to create a brighter future. Her voice is one the world needs to hear—offering a powerful narrative of courage, empowerment, and unyielding determination.

Call to Action:

Following OIP's mission to foster cross-cultural understanding through high-impact learning and community engagement, we'd love to connect you with Heleena for a feature story or interview. She's available to discuss topics ranging from women's rights in Afghanistan, refugee advocacy, and the role of education in fostering empowerment.

Looking forward to collaborating!

Mashal Reha

Advertisement

CSU International Programs Presents

Heleena Kakar

Activist, Advocate, Afghan

**“A Muslim Woman Can
Also Be A Feminist”**

Presentation & discussion with one of
the most dynamic young Afghan
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**Grand
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Zoe Ebert

Final Written Story

Depicting Diversity: How One Student Uplifted and Diversified Her Community

By Zoe Ebert

For most high school seniors, the biggest pressures in their lives are applying to colleges, getting ready for prom, or dealing with graduation. While it can be a stressful time, generally seniors have less responsibility in school, and just try to coast by until graduation. At Silver Creek High School in Longmont Colorado, however, some students have had much larger responsibilities.

Leigh Baker, who was a part of the High School graduating class of 2024, spent her senior year working on a demanding year-long project as a part of Silver Creek's Leadership Academy, also called SCLA. As well as taking numerous classes on leadership and project organizing throughout their High School experience, students a part of SCLA are responsible for organizing a year-long project to complete during their senior year of high school that requires the use of all of the skills they had been taught in classes previous. These projects must meet certain requirements of difficulty and fulfill a certain number of hours, as well as make an impact within their community. While Baker was far from the only student working on a project, hers was unique for its focus on cultural events, as well as the amount of work she put into it- being acknowledged by those around her as a stand out among the SCLA graduating class of 2024.

Baker's project was entitled 'Diverse Depiction', with an aim at uplifting and supporting diverse cultural events. "It involved my collaboration with various Longmont and Boulder cultural events." Explained Baker, "I would help advertise, organize, and add fun activities to

these events and in the process expose the community to these cultures in an engaging and clear way.” She helped organize, set up, and host Lunar New Year, Martin Luther King Jr., and Dia de los Muertos events held in the community, providing an invaluable resource to diverse communities and supporting the overall Longmont community.

“My favorite part was probably working with children from the St. Vrain Valley School District on the Draw the Dragon Art Challenge for the Lunar New Year event.” Baker said, “Seeing as this year is the year of the dragon according to the Chinese zodiac, I created Draw the Dragon as a district wide art challenge to expose kids to various Asian cultures that celebrate the Lunar New Year. I received over 40 submissions from kids ages 3-17 and their work was displayed at Silver Creek High School.”



Leigh Baker organized awards to be sent out to children who submitted art for the Draw the Dragon Art Competition. These art pieces were displayed only days before at Silver Creek High School's Lunar New Year celebration.

Photo taken by Zoe Ebert

Baker was involved in the idea, planning, and execution of the Draw the Dragon Art Challenge. She awarded the kids who submitted and organized the display at the Lunar New Year event, where around 2,000 people would attend and have the opportunity to stop into her station. “It was amazing to see the creativity these kids have and the various ways that they interpreted the prompt with multiple art mediums,” She said, describing how they got submissions ranging from clay sculptures, to paper cut outs, to watercolor paintings and digital art.

Nora McCloy, a friend and fellow graduate of SCLA, expressed how Baker had gone “absolutely above and beyond the expectations of an SCLA student. In addition to running a project that was more in-depth than most, she was also a part of a number of advisory boards for SCLA, and often acted as an emergency volunteer.” She described how Baker had stepped up within the SCLA organization, helping organizer Carrie Adams on numerous occasions, as well as supporting others projects and the Longmont community.

Bushali Jain, another friend and graduate of SCLA, described how Baker had helped with her project's events as well- helping her to put on a showcase of Indian culture. “She was the reason that a lot of people’s projects were even successful.” According to Jain, Baker's drive to help uplift diverse communities and events led her to becoming an integral and incredibly valuable part of the cultural events held in Longmont during her senior year.

Baker also learned much from her project that she says she will carry with her going into college and the professional world. “I learned a lot about organizational practice and communication. Interacting with people from cultures and backgrounds different from my own

exposed me to different ways of thinking that are very valuable to me.” She said, explaining how she had developed many organizational processes, had learned how to work well under stress and had become more punctual throughout the process.

She also described the help she got from her reliable support network in SCLA: “Pushing past my own insecurities and reaching out for help from my peers and mentors was extremely helpful so I could chart a course to better the situations.” Baker attributed her success in her project to her connections within the community, and SCLA. Reflecting on her project, Baker realized that connection to the community is what drove her to choose the project she did, and her connection also ended up uplifting her and her project in the end, truly becoming the definition of giving back and being connected to her community in by way of her SCLA project.

Jace Willy News Writing Final Written Project

News Story

Young Angler Inspires Thousands on Fishbrain, One Catch at a Time

Miguel Ramirez, an 18-year-old fishing enthusiast from Denver Colorado, is reeling in more than just fish. He is capturing the attention of thousands of people on the social media fishing app called Fishbrain. Known for sharing his fishing catches and teaching techniques to young anglers, Miguel has turned his favorite passion into a platform for education and inspiration while gaining a mass following.

Miguel's journey began at age seven, when his father introduced him to fishing at local lakes and ponds. What started as a fun activity to go participate in during the summer, soon became a passion for him. "Fishing taught me patience and observation skills," Miguel said during an interview. "It's not just about what I catch when I go out, it's about the calming experience I get from fishing and what I learn while I'm doing it." During the following years Miguel began to spend a significant amount of his time outside fishing. Whether it be with friends, family, or alone, he was simply glad to be out. Once he got better at the sport, he was catching larger fish and started documenting them with photos and taking measurements and weights so he could remember his best moments on the bank.

He decided to start an instagram account where he could post his catches for his friends to see and hoped to gain a following there. As months passed he didn't see much progress so he knew instagram wasnt the app for his endeavors.

At the end of 2022, Miguel joined Fishbrain, a popular app used for posting locations of fish catches and connecting anglers worldwide. His posts on the app, which are mostly his catches, but also tutorials on using different lures and the bait choices he likes during different weather conditions have gained him over 4,000 followers. Living in Colorado, Miguel tries to post at least a couple times a week, but in the colder winter months it can be hard to stay consistent, he told me.

Miguel's strong impact goes farther than social media. He recently led a free fishing event at a small popular lake in Denver, teaching the anglers who showed up some tips while they fished for bass and trout. Going above and beyond, Miguel decided to give some of them the lures that he doesn't use anymore since they were mostly kids who were newer to fishing.

By fishing for over a decade, Miguel Ramirez has grown quite the collection of tackle. It ranges from massive northern pike lures down to micro flies smaller than a fingernail. He targets all of the fish species the state of Colorado has to offer, but his favorite species are the largemouth bass and the “wiper” which is an aggressive, hard fighting hybrid between the striped bass and the white bass. While fishing, he tends to snag up his lures a good amount, which at the end of the day costs him a lot of money.

One of Miguel's close friends, Bryan, who goes fishing with him often said “Miguel is pretty dialed in on knowing where the fish will be at certain times of the year.” Bryan has gone fishing with Miguel many times over the years he has known him and now they both attend Colorado State University.



Miguel showing me a swimbait lure from his collection

while interviewing him at his dorm on December 6. He used this lure to catch a 30 inch long northern pike earlier this year. Photo taken by me while my phone was on a tripod.

In the future, Miguel hopes to expand his following by partnering with fishing brands and making content for them. “I want to grow a larger influence on the sport of fishing to show more people and young kids how fun it is,” he said. He recently started a TikTok account with his friend Andrew where they post short videos of their catches along with descriptions of what happened while filming. Andrew has been fishing with Miguel since the start of the semester at the University and has learned a lot of new things from him, being from Texas. “Meeting Miguel was definitely a lucky thing that happened to me since I didn’t know anyone else who liked to fish here coming into the year,” he said. While Miguel and Andrew’s fishing TikTok account hasn’t gone viral yet, they hope to get fortunate in the coming months.

Looking forward to winter, Miguel is excited for the coming ice fishing season. Every January and February he drives into the mountains and goes ice fishing on the frozen alpine lakes in search of rainbow trout, cutthroat trout, and brook trout. “If you know where to go on the lake, it’s really easy to find the fish,” Miguel told me. Although he is now able to almost consistently find fish while ice fishing, it wasn’t always so easy. A few years ago he and his dad would drive up into the high elevation mountains to fish the lakes for trout. They ended up fishing five different lakes on two different days until they were finally able to get a bite. It was a challenge

because they had never done it before and had no experience finding fish under the ice. In between the two fishing days, they did a lot of research together on what to look for and where to go on certain bodies of water. In the end, this worked out tremendously and rewarded them with colorful trout they could take pictures with and safely release to swim another day. The pictures of that day now live online on Miguel's fishbrain account for all to see and enjoy.

Miguel is planning on fishing as many times a week as he can over the upcoming winter break from college. In the summer of 2023, he was able to fish anywhere from three to six days a week and is hoping that he can start up his fishing grind again soon.

With years of fishing experiences under his belt, Miguel continues to inspire the next generation of anglers. From his Fishbrain posts and tutorials to his growing online community, Miguel Ramirez shows how a passion for fishing and a positive message can make a lasting impact.

Script for Radio Story

Link to Audio Clip: <https://youtu.be/2jf4rnXKWWA?si=QEGS7uGHZ7LRiP8o>

Miguel: "It's not just about what I catch when I go out, it's about the calming experience I get from fishing and what I learn while I'm doing it."

Me:

Meet Miguel Ramirez, an 18-year-old angler who has grown a large following on the social media app Fishbrain. With over 4,000 followers, Miguel shares fishing tips, tutorials, and his catches that inspire young anglers to pick up a rod and reel and get out fishing.

But Miguel's reach goes beyond the screen. Recently, he led a free fishing event at a small popular lake in Denver Colorado, teaching the anglers who showed up some tips while they were having a blast fishing for bass and trout.

Miguel: "There were about ten kids who showed up and I had a pretty good time teaching them some of the fishing knowledge I know"

Me: Miguel is also passionate about conservation. He hopes to be able to continue to teach kids online about fishing and someday have a bigger influence on the fishing industry.

Miguel: "It's important to protect the waters and the fish so angling will continue to be great."

Me: For more on Miguel's story and his passionate mission to educate the next generation of anglers, check out the news story or Miguel on Fishbrain.



Instagram Post: "A look into Miguel Ramirez's pike lures box, the 18-year-old fisherman teaching thousands of young anglers how to reel in their first catch.  Learn more about his success here ([link](#))



Twitter Post: "Fishing isn't just a hobby for Miguel Ramirez, it's a strong passion that he shares with over 4,000 followers on Fishbrain. Read here how he's inspiring the next generation of anglers ([link](#))

PR Pitch and Summary

Pitch:

Teen angler Miguel Ramirez inspires thousands on Fishbrain with fishing tips and angling

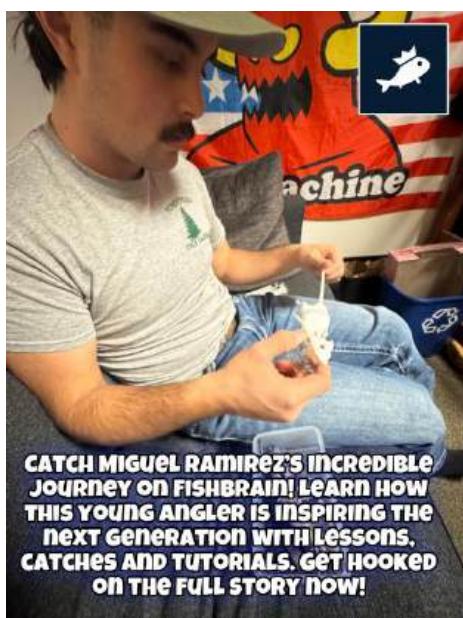
lessons. Partnering with Patagonia could grow his passionate mission to educate and help the next generation become more environmentally conscious anglers.

Summary:

Miguel Ramirez's story aligns with Patagonia because both the company, and Miguel's mission have the same goal in mind which is educating and aiding the youth who enjoy the outdoors. With a growing Fishbrain following and a love for teaching fishing practices, Miguel is the perfect ambassador to connect with younger audiences who are also passionate about outdoor activities.

A collaboration with Patagonia would ensure a wider outreach of potential customers seeing the company's products as well as one of their favorite fishing influencers wearing the clothes. This partnership could inspire the next up and coming generation of outdoor enthusiasts to wear sustainable outdoor clothing and develop a deeper connection with nature.

Advertisement



From Battlefield to Classroom: The Journey of a Single Mom

Fort Collins, CO- At just 25 years old, Sydney Reamy, a former military police officer, sails across the demands of military life while also raising her son as a single mom.

Motivated to protect and serve, Sydney said the military deeply shaped her perspective on life, “I learned to be grateful for everything and to never take anything for granted,” The military taught her that anything can be taken away from you.

Working as a military police officer, Sydney experienced many fields and combat training. She believed joining the military was a great steppingstone outside of high school. Being a police officer she worked closely with children.

Working with children and helping them adapt to better lifestyles is her passion for making a difference. Balancing the responsibility as a soldier and mother was not an easy thing to manage. Two out of her four years in the military, she had to send her son with a trusted babysitter.

Sydney says, “I didn’t have the best support”. Luckily, she found a babysitter that stepped in during difficult times. While she was deployed it was a struggle to find those who would take care of her beloved son.

Her schedule was always shifting, from working nights to doubles, her luck depended on the babysitter, no family or father figure was there to help. Despite the challenges, she made it clear that her son came first even if it meant facing consequences like Article 15 for calling out.

When this happened, she explained that this reflects the overall military career of an individual and if one were to receive many Article 15’s getting kicked out or pay taken away was the only option.

“I had to recognize that I signed a contract” Sydney states, “I signed my life away” she reflects. She had the responsibility to determine how much she was able to take care of her son while also acknowledging that she was a soldier. However, when she was away for three months her parents stepped in and cared for their grandson.

After leaving the military, Sydney was inspired to go back to school to follow her passion in social work. “I want to work without the scary uniforms.” she says, wanting to build trust within children.

As a former military police officer, she had the opportunity to gain experience in family advocacy and children. This sparked an interest in helping those who do not get the best support. Becoming a student was her next mission.

The shift change from military life to civilian life has been different. “There’s more freedom in school, but I’ve also witnessed things I have to mentally overcome.” Sydney claims it’s still a challenge to do things that were not allowed in the military.

Sydney says, “I have to tell myself I can walk on the grass, that it’s okay too.” She is happy to be living closer to family and have a support system that she didn’t have while away.

Sydney states “It’s very different from the military life but having a great support system makes all the difference.” Now as a student she has to focus on managing her class schedule to fit her son’s needs.

Sydney’s now 4-year-old son is starting kindergarten next fall where she has the responsibility to make sure her schedule aligns with when she is able to pick him up and drop him off. “I want to be the best mom I can be.”

Sydney’s mother, Michele Reamy says, “Having her closer to home is a miracle.” Having her daughter be away from home for four years can be heartbreakingly. “I wish I was able to help more while she was away,” Michele states. Not knowing where your daughter is going to be located is an uneasy feeling.

Now holidays and family gatherings feel more complete, building stronger connections that were not there before is something that both Michele and Sydney are forever thankful for. As Sydney is in class her son is now gaining new experiences with his grandma and grandfather rather than a babysitter.

As a single mother who did not have the best support system, she wishes other single parents do not join the military unless they have the luxury of having people by their side.

Attending Colorado State University, Sydney wants to work in school suspension, “these kids are our future.” Becoming a role model and creating positive impacts on the kids is what she is passion about it.

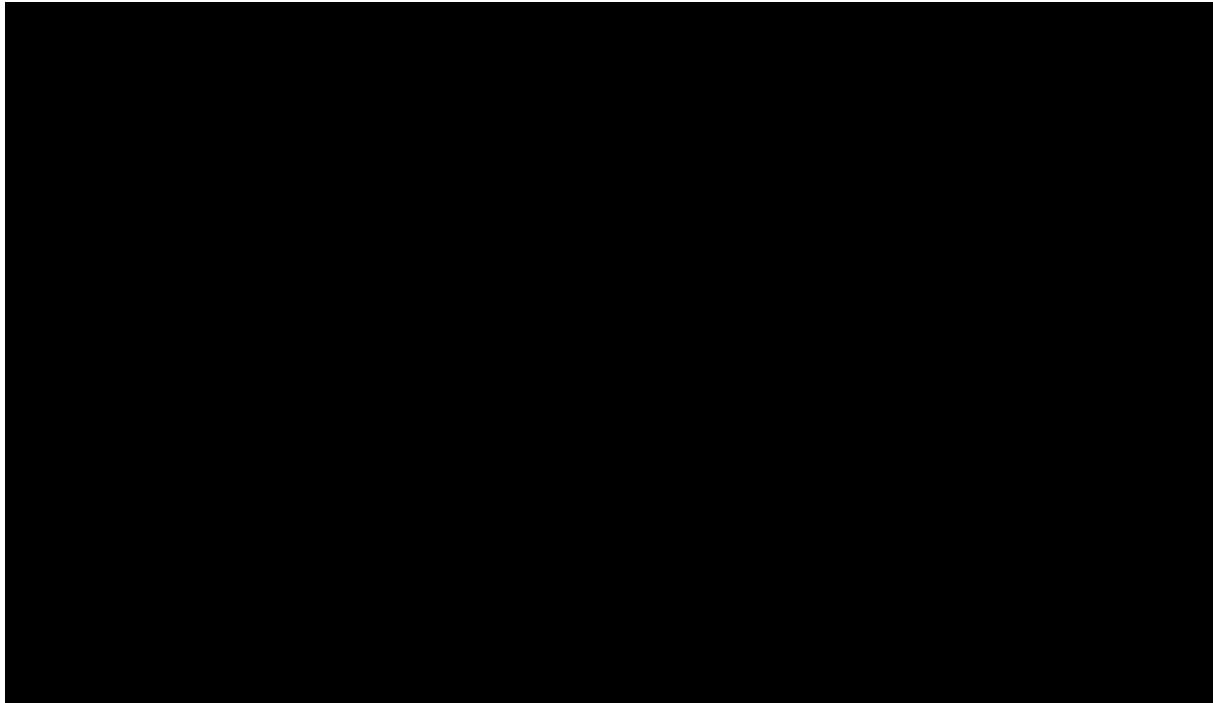
Mia Pink, a former classmate of Sydney, states Sydney made Anthropology more enjoyable and overall, a positive experience. Mia says, “When she told me she was a single mom, it made me have more admiration for her as a person.”

There were many takeaways from having a class with her, Mia says “She’s made me understand that no matter what your circumstances are, you can still very much accomplish your goals and work-life balance.”

Age differences and life situations are not seen when attending a university. Sydney is continuing to pursue her dream and becoming the best mom possible. “My goal is to watch him succeed in life.” Sydney states.

Broadcast Story

[Radio News Story 1 1.mp4](#)



Sydney Reamy is working on her study review at the Morgan Library. She is dedicated to doing well on her upcoming final exam.
(photo credit: Michelle Pisqui)

Social Media Posts: Instagram & Twitter (X)



PR Summary

Single Mom's Journey from Military to Education

Fort Collins, CO — This incredible story highlights determination and challenges Sydney Reamy has faced along the way.

A 25-year-old single mom who has changed over from serving in the army to following her dream as a social worker.

Now, as a student, she continues to pursue strength and perseverance. Her story is for those of single parents everywhere.

Advertisement:

Single Mother, Solider, and Student

CAN YOU MANAGE ALL THIS?



GAIN HOPE
WHILE FACING
CHALLENGING
EVENTS

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HERE**

Radio Script :

VO (Intro)[by the anchor for 27 sec]: I'm Sydney Dixon with the newest pop culture scandal. Six time Grammy nominee Chappelle Roan has fallen under more controversy regarding her treatment of fans and the paparazzi. The pop artist known for her album, *The Rise and Fall of a Midwest Princess*, has taken to social media to call out outrageous fan behavior ever since her rise to fame. She has expressed her distaste with taking photographs with fans and how she feels that fans behavior could be classified as stalking and harassment. More from Audrey Wertz.

VO[by reporter 27-36sec]: Thank you Sydney, Chappells recent actions have left fans torn between supporting her and calling out some of her behaviors. We begin to wonder what this means for her in her very early career. One fan expresses her feelings.

SOT [by the source 36-48sec]These are people that...look up to you and like cherish you, and get so excited to see you, and when they do see you they want to take a picture with you to remember this moment and cherish it.

VO(reporter - 48-58 sec) : The fan expressed her disappointment in fans harassing the artist, but also questions what the artist classifies as harassing. Being a pop artist sometimes comes with taking photos.

SO[source-58-74 sec]: Like taking pictures with fans, like that's part if your job description and if you can't fulfill that, then maybe... maybe this job isn't for you.

VO(Closer)[anchor- 84-83 sec] We have gotten word that Chappell has split with her management team, and wonder what this means for the artist in the future. Sydney Dixon, ZYX News, Fort Collins, Colorado

281- words

CSU's Advanced Beam Laboratory to Receive \$12.5 Million

Bailey Borkowski, Sept 25, 2024

Fort Collins, CO - Colorado State University's Advanced Beam Laboratory will be receiving \$12.5 million, as promised by the U.S. Secretary of State, Jennifer M. Granholm.

During Granholm's visit she toured the laboratory's various programs and facilities and expressed that the money is being gifted in order to expand the lab's work on ALEPH, one of the most powerful lasers. Director Abu Taib Ahmed described the ALEPH as, "an ultrafast, petawatt-class laser system." Ahmed also said, "Petawatt lasers are the most powerful lasers on the planet, generating a million billion watts to produce extreme conditions found in the center of stars."

Ahmed mentioned that the university hopes to use these lasers in order to create a cleaner environment. These lasers could help reduce carbon emissions in the environment.

Regarding creating a cleaner environment Granholm said, "A transition to a clean energy economy is about more than adding clean energy to the electric grid; we also need to revitalize, and fortify, the infrastructure we have now."

The use of the fusion energy from these lasers looks to be a reliable source in order to help create, "clean, safe, and practically inexhaustible energy" said Ahmed

Moving forward in this project CSU hopes to generate promising results from their pilot program in order to help expand their program across the country. To help fund their projects the lab also received two grants from DOE's Office of Fusion Energy Sciences for LaserNetUS.

DOE is a ten-node network that aims to expand the use of ultra-powerful lasers across North America. Through working with CSU, DOE is working to reestablish the United States as one of the leading powerhouses in laser research.

In order to help expand their research the lab is looking to, "upgrade its high power laser research capabilities through the construction of a new facility at the foothills campus in partnership with Marvel Fusion", said Ahmed.

CSU hopes to continue its advancements with the high powered lasers and aid in the expansion of using these lasers across the country.

Artificial Intelligence in Medical Diagnostics

Liz R. Emberger

Walter Scott College of Engineering, Colorado State University

JTC 300: Strategic Writing and Communication

Suzan Clotfelter

May 2, 2025

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Introduction

As Artificial Intelligence (AI) grows in sophistication, it is transforming healthcare. From streamlining administrative tasks to interpreting complex medical data, AI is becoming increasingly integrated in the clinical setting. Using AI for diagnostic purposes is a controversial, but promising, use of AI in healthcare. The purpose of this report is to investigate current and emerging applications of AI in medical diagnostics, evaluate their effectiveness, and consider to what extent they should be implemented. This topic is becoming increasingly relevant as healthcare systems worldwide seek ways to improve quality, expand access, and reduce cost of care.

As both a biomedical and mechanical engineering student with a strong interest in improving the healthcare system, I am personally invested in the application and responsible use of AI technologies in the medical setting. Upon graduation I strive to contribute to ethically integrating AI into medicine; ensuring that all patients receive the highest quality of care. I also find it important that medical professionals and developers are educated to guard against key patient concerns such as privacy, algorithm bias, and lack of human empathy in clinical care.

On a broader level, the rise of AI in healthcare directly affects everyone seeking medical assistance. Diagnostic errors are one of the leading causes of preventable harm in medicine (Mirbabaie et al., 2021). AI has the potential to significantly reduce such errors by identifying patterns across vast datasets with speed and precision that would be impossible for a human doctor to replicate. But the power of these tools raises concern. There exists growing controversy around privacy, making people question who controls

medical databases and what data might be used for (WillDom, 2024). There also is concern of potential bias and reduced human interaction, leading to empathy gaps between doctor and patient (Al-Antari, 2023; Alowais et al. 2023).

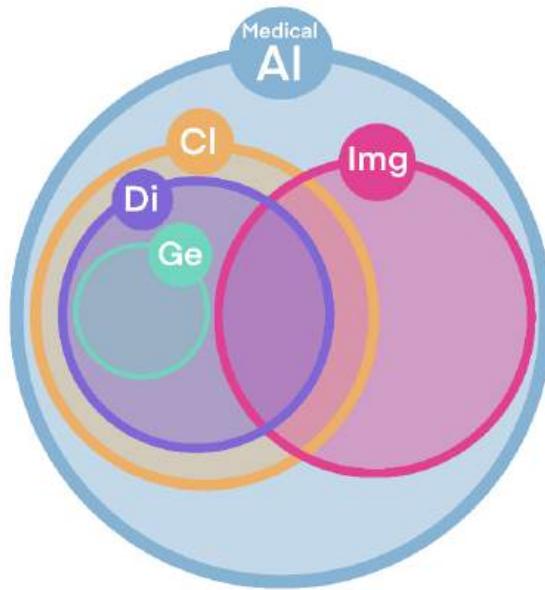
As AI becomes more prevalent, there is a growing body of literature on AI diagnostics; however, much of it remains fragmented. Existing research explores specific algorithms and their uses but lacks a defined set of guidelines on best practices for practical integration into medical environments (Mirbabaie et al., 2021). Furthermore, many studies highlight the promising future of AI in medicine but lack substantial clinical validation, leaving uncertainty about its long-term safety and effectiveness (Alowais et al., 2023; Science News Today, 2025). AI in diagnostics is expanding rapidly making it difficult to comprehensively examine every emerging model and technology. To make this topic more digestible, the diagnostic applications of AI discussed in this report will be limited to and grouped into the following categories:

- Medical Image Analysis – including X-rays, CT scans, and MRIs (Al-Antari, 2023; Mayo Clinic, 2024)
- Disease Classification and Prediction – such as for cardiovascular disease, neurological disorders, and cancer (Mirbabaie et al., 2021; WillDom, 2024)
- Genomic Diagnostics – analyzing genetic data for individualized care (Science News Today, 2025)
- Clinical Decision Support Systems (CDSSs) – compiling EHRs, biosignals, and lab results to assist diagnosis in real time (Al-Antari, 2023; Alowais et al., 2023)

The categories in which AI is used in medicine that are outlined above have also been visually depicted in the figure below to show overlap in the technologies.

Figure 1

Relationships between categories of medical AI



Note. The figure shows the overlap between types of AI models used in medicine. Image analysis is abbreviated to Img, clinical decision support systems is abbreviated to Cl, disease classification and prediction is abbreviated to Di, and genomic diagnostics is abbreviated to Ge. Created by author. See Appendix to see additional information on how figures were created.

This report will consider two critical perspectives. The first perspective considers people who are in full support of expanding AI's role in diagnostics, citing its potential to improve efficiency, accuracy, and accessibility (Alowais et al., 2023; WillDom, 2024). The second perspective considers people that call for caution regarding the medical application of AI, highlighting concerns about data privacy, ethical implications, and the irreplaceable role of human judgment in patient care (Al-Antari, 2023; Mirbabaie et al.,

2021). By evaluating both views and compiling current research, this report will recommend an approach for responsible application of AI in medical diagnostics.

Overview of Perspectives

Perspective 1: AI integration enthusiasts

People encouraging the use of AI in medical diagnostics highlight its unparalleled ability to improve accuracy, speed, and efficiency across a variety of medical specialties. Many studies report that AI systems can outperform human clinicians in areas such as analyzing medical images and genomic diagnostics. For instance, a study on convolutional neural networks (CNNs) demonstrated AI had a superior sensitivity in diagnosing breast and skin cancer compared to human radiologists (Alowais et al., 2023). These models also enable early detection of conditions like diabetic retinopathy and pneumonia. This early detection is potentially saving lives through quicker intervention.

Similarly, AI's role in clinical decision support systems (CDSSs) helps clinicians process data from EHRs, lab tests, and biosignals by cross comparing all data extremely quickly to generate real-time diagnostic suggestions (Al-Antari, 2023). This automation reduces clinician fatigue and cognitive bias, allowing physicians to focus on complex cases. These improvements in diagnostic speed and accuracy also reduced administrative burden, enabling providers to spend more time on patient-centered care (WillDom, 2024).

The potential for personalized and preventative care is a key argument from this perspective. AI models trained on patient-specific data can identify disease risk factors, recommend individualized treatments, and even predict disease progression, all of which are essential steps toward precision medicine (Mayo Clinic, 2024; Tuhin, 2025). Advocates

also highlight AI's ability to scale quickly, a crucial feature in pandemic response and resource-limited healthcare settings (Al-Antari, 2023).

Perspective 2: Critics calling for caution and regulation

Despite the benefits, critics emphasize the significant ethical, technical, and clinical risks of integrating AI into diagnostics. One primary concern is data quality and bias. AI tools rely on large datasets, which often reflect historical biases or lack diversity. These issues can lead to misdiagnosis or unequal care across different populations (Mirbabaie et al., 2021; Kalifa & Albadway, 2024). For example, models trained on predominantly male or white patient data may underperform when diagnosing conditions in women or underrepresented minorities.

Another key issue is data privacy and security. As AI systems handle sensitive medical records, making compliance with laws like HIPAA and GDPR increasingly difficult. Data breaches also pose significant threat if information is uploaded to a single database. Patients may be unaware of how their data is used, and breaches or misuse could erode public trust (WillDom, 2024). Additionally, critics warn that replacing human judgment with algorithmic decisions could diminish empathy and accountability in clinical care (Al-Antari, 2023).

The lack of clinical validation and integration infrastructure also raises concerns. Many AI systems are developed in research settings but lack real-world testing, especially in diverse hospital environments (Mirbabaie et al., 2021). Integrating these tools into existing workflows requires substantial training, technical infrastructure, and user interface design. These are challenges many institutions are not yet equipped to handle.

Conclusion: Personal Position

After evaluating both perspectives, I think that there is a balance between the two extremes of AI enthusiasm and shutting it out completely. I believe that AI should be carefully integrated into medical diagnostics through a collaborative, regulated, and transparent approaches. The evidence overwhelmingly shows that AI can improve diagnostic accuracy, reduce medical errors, and support personalized care, when properly applied (Alowais et al., 2023; Tuhin, 2025; WillDom, 2024). However, unregulated or premature deployment risks compromising patient safety and equity. Pictured below is a figure that summarizes the main pros and cons of AI in medicine.

Figure 1

Summary of benefits and drawbacks of medical AI

	Pro	Con	Reliable/Fixable
 Accuracy			When correctly calibrated, reliably accurate results
 Speed			Fast! directly able to communicate across systems
 Analytics			Able to reliably analyze a variety of data (numerical -img)
 Privacy			Encryption / HIPAA concern fixable if used properly
 Inclusion			AI is trained on past studies medicine needs to reduce bias first
 Empathy			AI can't replace humans!

Note. The figure lists each category as a pro or con then supplies an additional note on the subject in the far right column. Created by author. See Appendix to see additional information on how figures were created.

As can be seen in the figure, the pros and cons are both valid and neither side can be ignored. Proper use of AI in medicine will emphasize the benefits and work to eliminate

negative aspects. To ensure ethical and effective use, it is essential that AI systems undergo extensive clinical validation using diverse datasets. Developers must prioritize transparency through explainable AI, and clinicians must remain actively involved in the diagnostic process to retain empathy and context-driven decision-making (Mirbabaie et al., 2021; Al-Antari, 2023). Training programs that familiarize healthcare professionals with AI tools are also critical to bridging the gap between developers and end users (Alowais et al., 2023). Additionally, offering free, voluntary programs that familiarize patients with AI tools is critical to build trust between doctor and patient, enabling people to feel more comfortable with AI technologies.

The implications for the field are significant. AI could redefine how diagnoses are made and how care is delivered, potentially reducing disparities, increasing access in underserved areas, and optimizing workflows. However, these benefits can only be realized if implementation prioritizes human oversight, data ethics, and inclusivity in design.

Recommendation

Based on my findings, I recommend the following steps to responsibly integrate AI into medical diagnostics:

1. Mandate Transparency and Bias Audits

Developers should be required to make AI algorithms interpretable using techniques like Explainable AI (XAI). Regular audits for bias and fairness should be a legal and ethical requirement (Mirbabaie et al., 2021). Developers also should have to publish data regarding any discrepancies or ethnic groups that are underrepresented in their testing.

2. Expand Clinical Testing Before Widespread Use

AI models must be validated across diverse clinical settings and patient demographics before deployment. Current research should shift toward real-world testing and usability evaluations (Kalifa & Albadway, 2024). Notably, AI decisions need to be tested independently of doctors before they can become tools for them.

3. Encourage Human-AI Collaboration

AI should serve as a support tool, not a replacement. Maintaining human oversight ensures that clinicians remain accountable and that patients continue to receive personalized, empathetic care (Al-Antari, 2023). Learning how to use AI effectively should become a part of medical training, including in medical school and mandatory refresher courses for practitioners.

4. Strengthen Regulation and Infrastructure

Policymakers must create a clear regulatory framework. Simultaneously, hospitals must invest in secure data infrastructure and provide AI training for clinical staff (Alowais et al., 2023).

5. Promote Inclusive and Ethical AI Development

AI systems should be designed collaboratively by diverse, multidisciplinary teams to ensure that tools serve all patient populations equitably. This includes investing in datasets that represent age, gender, ethnicity, and rare disease variations (WillDom, 2024; Tuhin, 2025).

By following these steps, healthcare systems can harness the potential of AI while safeguarding the core values of medicine: trust, equity, and human connection.

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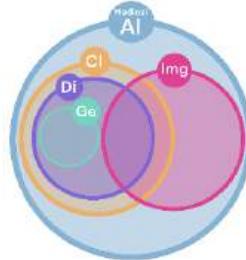
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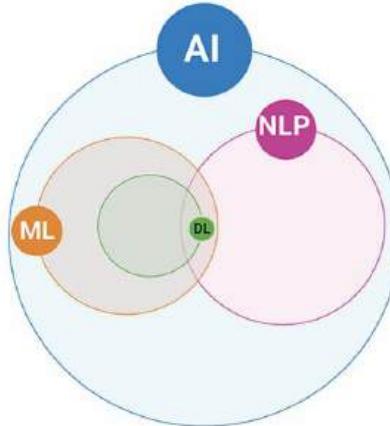
Creation of Figure 1 – Relationships between categories of medical AI



Inspired by:

Figure 3

Relationships between branches of AI models



Note. The figure shows the overlap between current branches of AI models. Artificial intelligence is abbreviated to AI, machine learning is abbreviated to ML, deep learning is abbreviated to DL, and natural language model is abbreviated to NLP. From “Revolutionizing healthcare: The role of artificial intelligence in clinical practice,” by S. A. Alowais, S. S. Alghamid, N. Alsuhebany, T. Alqahtani, A. I. Alshaya, S. N. Almohareb, A. Aldairem, M. Alrashed, K. Bin Saleh, H. A. Badreldin, M. S. Al Yami, S. Al Harbi, & A. M. Albekairy, 2023, *BMC Medical Education*, 23(1), Article 689 (<https://doi.org/10.1186/s12909-023-04698-z>). Copyright 2023 by the authors.

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Creation of Figure 2 – Summary of benefits and drawbacks of medical AI

	Pro	Con	Reliable/Fixable
 Accuracy			When correctly calibrated, reliably accurate results
 Speed			Fast! directly able to communicate across systems
 Analytics			Able to reliably analyze a variety of data (numerical-img)
 Privacy			Encryption/HIPAA concern Fixable if used properly
 Inclusion			AI is trained on past studies medicine needs to reduce bias first
 Empathy			AI can't replace humans!

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Artificial Intelligence in Medical Diagnostics

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Walter Scott College of Engineering, Colorado State University

JTC 300: Strategic Writing and Communication

Suzan Clotfelter

May 2, 2025

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Introduction

As Artificial Intelligence (AI) grows in sophistication, it is transforming healthcare. From streamlining administrative tasks to interpreting complex medical data, AI is becoming increasingly integrated in the clinical setting. Using AI for diagnostic purposes is a controversial, but promising, use of AI in healthcare. The purpose of this report is to investigate current and emerging applications of AI in medical diagnostics, evaluate their effectiveness, and consider to what extent they should be implemented. This topic is becoming increasingly relevant as healthcare systems worldwide seek ways to improve quality, expand access, and reduce cost of care.

As both a biomedical and mechanical engineering student with a strong interest in improving the healthcare system, I am personally invested in the application and responsible use of AI technologies in the medical setting. Upon graduation I strive to contribute to ethically integrating AI into medicine; ensuring that all patients receive the highest quality of care. I also find it important that medical professionals and developers are educated to guard against key patient concerns such as privacy, algorithm bias, and lack of human empathy in clinical care.

On a broader level, the rise of AI in healthcare directly affects everyone seeking medical assistance. Diagnostic errors are one of the leading causes of preventable harm in medicine (Mirbabaie et al., 2021). AI has the potential to significantly reduce such errors by identifying patterns across vast datasets with speed and precision that would be impossible for a human doctor to replicate. But the power of these tools raises concern. There exists growing controversy around privacy, making people question who controls

medical databases and what data might be used for (WillDom, 2024). There also is concern of potential bias and reduced human interaction, leading to empathy gaps between doctor and patient (Al-Antari, 2023; Alowais et al. 2023).

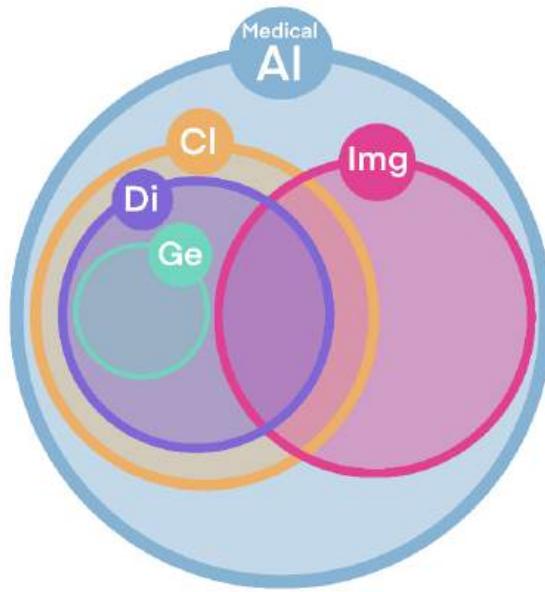
As AI becomes more prevalent, there is a growing body of literature on AI diagnostics; however, much of it remains fragmented. Existing research explores specific algorithms and their uses but lacks a defined set of guidelines on best practices for practical integration into medical environments (Mirbabaie et al., 2021). Furthermore, many studies highlight the promising future of AI in medicine but lack substantial clinical validation, leaving uncertainty about its long-term safety and effectiveness (Alowais et al., 2023; Science News Today, 2025). AI in diagnostics is expanding rapidly making it difficult to comprehensively examine every emerging model and technology. To make this topic more digestible, the diagnostic applications of AI discussed in this report will be limited to and grouped into the following categories:

- Medical Image Analysis – including X-rays, CT scans, and MRIs (Al-Antari, 2023; Mayo Clinic, 2024)
- Disease Classification and Prediction – such as for cardiovascular disease, neurological disorders, and cancer (Mirbabaie et al., 2021; WillDom, 2024)
- Genomic Diagnostics – analyzing genetic data for individualized care (Science News Today, 2025)
- Clinical Decision Support Systems (CDSSs) – compiling EHRs, biosignals, and lab results to assist diagnosis in real time (Al-Antari, 2023; Alowais et al., 2023)

The categories in which AI is used in medicine that are outlined above have also been visually depicted in the figure below to show overlap in the technologies.

Figure 1

Relationships between categories of medical AI



Note. The figure shows the overlap between types of AI models used in medicine. Image analysis is abbreviated to Img, clinical decision support systems is abbreviated to Cl, disease classification and prediction is abbreviated to Di, and genomic diagnostics is abbreviated to Ge. Created by author. See Appendix to see additional information on how figures were created.

This report will consider two critical perspectives. The first perspective considers people who are in full support of expanding AI's role in diagnostics, citing its potential to improve efficiency, accuracy, and accessibility (Alowais et al., 2023; WillDom, 2024). The second perspective considers people that call for caution regarding the medical application of AI, highlighting concerns about data privacy, ethical implications, and the irreplaceable role of human judgment in patient care (Al-Antari, 2023; Mirbabaie et al.,

2021). By evaluating both views and compiling current research, this report will recommend an approach for responsible application of AI in medical diagnostics.

Overview of Perspectives

Perspective 1: AI integration enthusiasts

People encouraging the use of AI in medical diagnostics highlight its unparalleled ability to improve accuracy, speed, and efficiency across a variety of medical specialties. Many studies report that AI systems can outperform human clinicians in areas such as analyzing medical images and genomic diagnostics. For instance, a study on convolutional neural networks (CNNs) demonstrated AI had a superior sensitivity in diagnosing breast and skin cancer compared to human radiologists (Alowais et al., 2023). These models also enable early detection of conditions like diabetic retinopathy and pneumonia. This early detection is potentially saving lives through quicker intervention.

Similarly, AI's role in clinical decision support systems (CDSSs) helps clinicians process data from EHRs, lab tests, and biosignals by cross comparing all data extremely quickly to generate real-time diagnostic suggestions (Al-Antari, 2023). This automation reduces clinician fatigue and cognitive bias, allowing physicians to focus on complex cases. These improvements in diagnostic speed and accuracy also reduced administrative burden, enabling providers to spend more time on patient-centered care (WillDom, 2024).

The potential for personalized and preventative care is a key argument from this perspective. AI models trained on patient-specific data can identify disease risk factors, recommend individualized treatments, and even predict disease progression, all of which are essential steps toward precision medicine (Mayo Clinic, 2024; Tuhin, 2025). Advocates

also highlight AI's ability to scale quickly, a crucial feature in pandemic response and resource-limited healthcare settings (Al-Antari, 2023).

Perspective 2: Critics calling for caution and regulation

Despite the benefits, critics emphasize the significant ethical, technical, and clinical risks of integrating AI into diagnostics. One primary concern is data quality and bias. AI tools rely on large datasets, which often reflect historical biases or lack diversity. These issues can lead to misdiagnosis or unequal care across different populations (Mirbabaie et al., 2021; Kalifa & Albadway, 2024). For example, models trained on predominantly male or white patient data may underperform when diagnosing conditions in women or underrepresented minorities.

Another key issue is data privacy and security. As AI systems handle sensitive medical records, making compliance with laws like HIPAA and GDPR increasingly difficult. Data breaches also pose significant threat if information is uploaded to a single database. Patients may be unaware of how their data is used, and breaches or misuse could erode public trust (WillDom, 2024). Additionally, critics warn that replacing human judgment with algorithmic decisions could diminish empathy and accountability in clinical care (Al-Antari, 2023).

The lack of clinical validation and integration infrastructure also raises concerns. Many AI systems are developed in research settings but lack real-world testing, especially in diverse hospital environments (Mirbabaie et al., 2021). Integrating these tools into existing workflows requires substantial training, technical infrastructure, and user interface design. These are challenges many institutions are not yet equipped to handle.

Conclusion: Personal Position

After evaluating both perspectives, I think that there is a balance between the two extremes of AI enthusiasm and shutting it out completely. I believe that AI should be carefully integrated into medical diagnostics through a collaborative, regulated, and transparent approaches. The evidence overwhelmingly shows that AI can improve diagnostic accuracy, reduce medical errors, and support personalized care, when properly applied (Alowais et al., 2023; Tuhin, 2025; WillDom, 2024). However, unregulated or premature deployment risks compromising patient safety and equity. Pictured below is a figure that summarizes the main pros and cons of AI in medicine.

Figure 1

Summary of benefits and drawbacks of medical AI

	Pro	Con	Reliable/Fixable
 Accuracy			When correctly calibrated, reliably accurate results
 Speed			Fast! directly able to communicate across systems
 Analytics			Able to reliably analyze a variety of data (numerical -img)
 Privacy			Encryption / HIPAA concern fixable if used properly
 Inclusion			AI is trained on past studies medicine needs to reduce bias first
 Empathy			AI can't replace humans!

Note. The figure lists each category as a pro or con then supplies an additional note on the subject in the far right column. Created by author. See Appendix to see additional information on how figures were created.

As can be seen in the figure, the pros and cons are both valid and neither side can be ignored. Proper use of AI in medicine will emphasize the benefits and work to eliminate

negative aspects. To ensure ethical and effective use, it is essential that AI systems undergo extensive clinical validation using diverse datasets. Developers must prioritize transparency through explainable AI, and clinicians must remain actively involved in the diagnostic process to retain empathy and context-driven decision-making (Mirbabaie et al., 2021; Al-Antari, 2023). Training programs that familiarize healthcare professionals with AI tools are also critical to bridging the gap between developers and end users (Alowais et al., 2023). Additionally, offering free, voluntary programs that familiarize patients with AI tools is critical to build trust between doctor and patient, enabling people to feel more comfortable with AI technologies.

The implications for the field are significant. AI could redefine how diagnoses are made and how care is delivered, potentially reducing disparities, increasing access in underserved areas, and optimizing workflows. However, these benefits can only be realized if implementation prioritizes human oversight, data ethics, and inclusivity in design.

Recommendation

Based on my findings, I recommend the following steps to responsibly integrate AI into medical diagnostics:

1. Mandate Transparency and Bias Audits

Developers should be required to make AI algorithms interpretable using techniques like Explainable AI (XAI). Regular audits for bias and fairness should be a legal and ethical requirement (Mirbabaie et al., 2021). Developers also should have to publish data regarding any discrepancies or ethnic groups that are underrepresented in their testing.

2. Expand Clinical Testing Before Widespread Use

AI models must be validated across diverse clinical settings and patient demographics before deployment. Current research should shift toward real-world testing and usability evaluations (Kalifa & Albadway, 2024). Notably, AI decisions need to be tested independently of doctors before they can become tools for them.

3. Encourage Human-AI Collaboration

AI should serve as a support tool, not a replacement. Maintaining human oversight ensures that clinicians remain accountable and that patients continue to receive personalized, empathetic care (Al-Antari, 2023). Learning how to use AI effectively should become a part of medical training, including in medical school and mandatory refresher courses for practitioners.

4. Strengthen Regulation and Infrastructure

Policymakers must create a clear regulatory framework. Simultaneously, hospitals must invest in secure data infrastructure and provide AI training for clinical staff (Alowais et al., 2023).

5. Promote Inclusive and Ethical AI Development

AI systems should be designed collaboratively by diverse, multidisciplinary teams to ensure that tools serve all patient populations equitably. This includes investing in datasets that represent age, gender, ethnicity, and rare disease variations (WillDom, 2024; Tuhin, 2025).

By following these steps, healthcare systems can harness the potential of AI while safeguarding the core values of medicine: trust, equity, and human connection.

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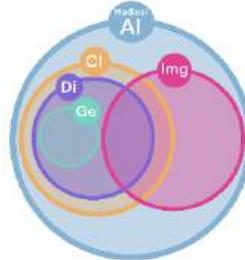
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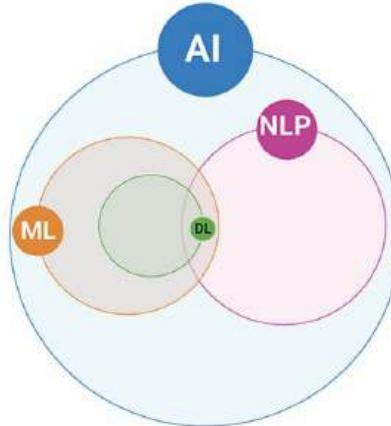
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