**Communication and the Environment**  
**Comm 274  
State Farm Hall of Business, Room 133, 5-6:35**

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Office Hours:Tuesday and Thursday, 2-3

**Course Description**

This course provides an overview of American environmental communication. Specifically, we will look at how American environmentalism has emerged in response to various social crises and crisis communication. We’ll also investigate how society, industry and the mass media relate to environmental issues and communicate about them. We’ll use cases and in-class activities to connect our work to current and topical environmental issues.

**Format and Procedures**  
The course consists of lectures, along with frequent group discussions and in-class exercises.

**Required Readings**  
Readings will be a blend of book chapters, newspaper and magazine articles, scholarly journal articles and some web content. All materials will be posted on Canvas.

Additionally, I have placed the following book on reserve at the library, where a number of chapters for our weekly readings are found:

1. Pezzullo, P., & Cox, R. (2015). Environmental communication and the public sphere (5th ed). Thousand Oaks: Sage.

**PLEASE NOTE: you can now request digitization of chapters from this book at Milner as it’s on reserve. If you need help figuring out how to do that, please contact Course Reserves or a Milner Librarian.**

We will use the readings as a foundation for class lectures and exercises. This requires that you come to class having already done the readings so we can apply them during our classroom time.

**Learning Objectives**

This course provides students with a foundation in environmental communication through ***one core learning objective:***

* Students will obtain and use knowledge to critically assess the communicative relationships between society, industry, mass media and the environment.

**Knowledge objectives** include students understanding:

* Key crises that contributed to American environmentalism;
* Differing interpretations of American environmentalism;
* Differing approaches to environmental civic engagement;
* How to discern credible sources of civic engagement information;
* How differing stakeholder frames propel different perspectives and actions related to environmental issues;
* How industry relates to the environment, both internally and externally, producing environmental risks and benefits;
* How mass media affects public perceptions of the environment.

**Attitude objectives** include students understanding the value of:

* Applying communication concepts and theories to environmental communication;
* Applying insights from communication and public relations research to environmental communication cases;
* How environmental communication affects their lives and the lives of others.

**Skill-based objectives** include improving students’ abilities to:

* Critically assess their own stakeholder frames related to environmental communication and examine and understand others’ environmental communication frames;
* Use course concepts to understand, critique and assess approaches to varying environmental communication cases.

Students will also improve these **core competencies**:

* Understanding and synthesizing environmental communication information;
* Writing logical and evidence-based papers;
* Communicating clearly and effectively in the classroom.

**My Expectations of You**

***Please ask questions*.** If you have questions or need fuller explanations, I can be reached during office hours, by appointment, or e-mail. (Please note that it may take up to 48 hours for me to return your e-mail). If you have questions about the course that is covered by consulting the document posted on Canvas about assignments in detail, evaluation procedures and course policies, I ask that you highlight the section of the document that’s unclear.

***Please be prepared***. This class relies on in-class discussion and exercises, so knowing the information from the readings is essential for classroom participation.

***Problems? Please let me know right away.*** If you get in touch with me towards the end of the semester, it will likely be too late to adjust or effect change. This is also why I’ll be holding several classroom feedback sessions, one in the first month, to help identify any issues that can be adjusted.

**Getting in Touch With Me**  
Office hours are **your** time; it’s time set aside for your comments and questions regarding assignments, course content, and your progress in the course. Questions and comments mean that you’re engaging with the course, so please don’t be shy to drop by. If you can’t make my office hours but have questions or comments, please be in touch via Canvas e-mail or my office telephone. If I don’t answer the phone, please leave a message with your name and a number that I can reach you at. Please note that I’ll respond to you within 48 hours at the latest, and only during ‘regular’ business hours – so please plan accordingly. (For instance, I won’t respond on the weekend, or at 5am in the morning). (If you’re getting in touch with me due to a personal emergency, please use my @ilstu e-mail address).

**Continued Enrollment**

Your enrollment in this class constitutes agreement with all aspects of this syllabus and any additions or alterations that may be made to it during the course of the semester. Additions and alterations include announcements I post for the class in Canvas or make in class, and additions and alternations include e-mail sent to class members. Such additions and alterations include information about the course, assignments, and so on. These announcements and e-mail are equally important when it comes to evaluating your work, because announcements may contain clarifications or other help that fit within assignments’ requirements. It is your job to keep track of what is going on.

**Assessment**  
The assessment breakdown is as follows:

|  |  |
| --- | --- |
| Assignment | Points |
| Inquiry Papers (2, due on assigned weeks) | 100 points each 40% (20% each)\* |
| Reading assignment responses | 10% (lowest response dropped) |
| Midterm Exam | 20% |
| Final Exam | 20% |
| Professionalism and Participation | 10% (5% each) |
| Total | 100% |
| Extra Credit | 2% |

\**The film review may be replaced this semester with a podcast assignment, also worth 40%.*

*Inquiry Papers*  
These assignments are designed to (1) encourage critical thinking and assessment about course content; and (2) demonstrate clear, concise, and effective student writing.

The inquiry papers are based on assigned course content (e.g., readings, videos, etc.).

The first inquiry paper will ask you to examine the stakeholders, their frames and communication strategies used in an environmental communication case. The paper requires you to assess whether the communication approach in this case was effective or not, using class concepts. More information will be posted on Canvas.

\*The second inquiry paper is a film review, that asks you to review a film with environmental themes. The point of the paper is for you to assess how effective this film is as a form of environmental communication.

Remember that your objective is to evaluate the communicative approach, not the environmental issue itself. To do so, I am looking for you to raise questions and indicate what is problematic or beneficial in the communicative response, drawing connections to readings from the course and current events. The first paper is meant to challenge you to think about communication strategies, tactics and ways of relating to stakeholders – and the second to challenge you to think about how environmental communication is effective or ineffective. Please plan to spend considerable mental energy and time on these papers.   
***\*Note: the second inquiry paper may be replaced by a podcast assignment. If so more info about this assignment will be made available by week 3, and will also be worth 20% of your grade.***

The papers will not be cumulative. *I reserve the right to turn back highly flawed material without having graded it.*

*Reading Assignment Responses*  
These responses are designed to encourage you to keep up with the readings and support your fellow students by being prepared for our class discussions and activities. They are due by midnight each day before class. This gives me time to review them the next day and identify issues that need more explanation in class. They will involve assignments such as: a) identify three key ideas from this reading; b) describe what you found confusing or difficult about the reading and describe what you found most interesting about the reading; and c) identify three questions you have about the readings. They will be evaluated based on effort and engagement with the readings, not whether the answers are correct or incorrect. For most of the course, you will need to complete two Reading Assignment Responses per week. Your two worst scores will be dropped.

*Exams*  
The midterm exam may be a mix of true or false, multiple choice, short answer and essay questions. It will require students to apply the concepts learned from the first half of the course to environmental communication cases. The final exam isn’t cumulative – it will ONLY focus on material from the second half of the course. Midterm and final exam reviews will be held in class. The final exam can only be taken at the scheduled time (TBD by the university). *Exams are only given once.*

*Professionalism, Attendance and Participation*

Professionalism  
In this course, we’ll be discussing, debating and disagreeing about environmental communication. In doing so, we’ll be assessing the quality of arguments and evidence, and we’ll do so in a respectful manner. Please see ISU’s Student Code of Conduct for more information.

At the end of the semester, you’ll complete a professionalism self-assessment regarding your course engagement and participation.

***If I think you aren’t meeting the course expectations (e.g., excessive absences, inadequate work, disrespect for others, etc.), I will let you know immediately, and a decision will be made concerning your need to drop the course.***

Participation  
In-class participation will be assessed through random grading of in-class activities and discussions. These opportunities CANNOT be made up for credit, except for excused absences. Some areas where in-class participation might be graded include: (1) showing knowledge of readings and have given thought to what you have read, (2) providing discussion points from each of the readings, (3) articulating your ideas clearly and argue effectively for your position, (4) contributing to a lively interchange of ideas, (5) synthesizing ideas across various readings, (6) responding thoughtfully to the comments of others. Failure to contribute to class discussion, in a meaningful way, will negatively affect your participation.

**If you are zooming in for class**: Cameras are required to be on for participation purposes during breakout rooms, unless you have an extenuating circumstance that you get approval beforehand from me for. While on Zoom, please consider your professional online presence that you’re projecting. Good options for locations to zoom from are the library, a meeting room at the Bone, your workspace, or with the use of a background filter and earbuds. If you’re zooming in, your presence on Zoom is necessary, but not sufficient for participation. Zoom locations such as working at another job, or driving a car are unaccepatable – the student will be removed from class and asked to meet with me regarding course expectations. Again, If I think you aren’t meeting the course expectations (e.g., excessive absences, inadequate work, disrespect for others, etc.), I will let you know immediately, and a decision will be made concerning your need to drop the course.

**Attendance**

***Attending class is necessary because the class assignments are reliant on your participation****.* If you have to miss class one week or are late, you’re responsible for getting assignments, notes and other information and classmates are often helpful for that. I don't ‘reteach’ material but I'm happy to answer any specific questions.

**Online Communication**

I use e-mail and Canvas course announcements to communicate directly to you as an individual and as a class. Clean out and check your ISU e-mail account frequently for notes or announcements from me, your fellow students, the department, and the college. *Not checking your e-mail or Canvas is not grounds for any excuse for not doing or not doing well on any assignment.* *It’s your responsibility to (1) keep your e-mail accounts open and up-to-date and (2) monitor your e-mail and Canvas class news frequently.*

**Online Course Material**

I use Canvas extensively to organize the material for this course and make announcements about our class. If you have problems with Canvas, let me know *and* call the Help Desk at 309-438-4357.

The Canvas site for this class contains additional, required reading material for this course. This material used in connection with the course may be subject to copyright protection. Your viewing of the material posted on Canvas does not imply any right to reproduce, to retransmit or to redisplay it other than for your own personal or educational use. Links to other sites are provided for the convenience of the site user (staff or student) or visitor and do not imply any affiliation or endorsement of the other site owner nor a guarantee of the quality or veracity of information contained on the linked site.

Many files are PDFs and should open easily with Adobe Acrobat Reader to view and print them. If you don't have this free software, go to <http://www.adobe.com> to download that software.

**Course Evaluation**  
The final letter grade for the course (and grades for the other assignments) will be based on a standard scale (90-100%=A; 80-89%=B; 70-79%=C; 60-69%=D; 0-59%=F). Grades will be available in Canvas. Your grade in this course will be determined by your performance on the course requirements listed above. I don’t round grades up; I don’t curve grades. Please don’t ask.

**Tentative Nature of this Syllabus:** This is a *tentative* schedule for the semester. We may fall behind or move ahead from time to time, and modifications may occur. Changes will be announced in class and on the course web site. You are responsible to keep up on announced revisions.

|  |  |  |  |
| --- | --- | --- | --- |
| Week 1  Jan 15 | “Get to know your syllabus” + Environmental Communication in-class exercise |  | Required Content will be posted each week on Canvas |
| Week 2  Jan 22 | Tuesday: What is environmental communication?  Thursday: Environmental Crisis communication | Reading Assignment 1 & 2 |
| Week 3  Jan 29 | Module 1 – Environmental Crises “Hey, the river’s on fire!”  Tuesday, pre-recorded: Enviro crises and Carson and whistleblowing  Thursday, on zoom or in person: Love Canal | Reading Assignment 3 & 4 |
| Week 4  Feb 5 | “We shall overcome”  Tuesday, pre-recorded: Introduction to environmental racism and Flint  Thursday on zoom or in person**:** The indecorous voice | Reading Assignment 5 & 6 |
| Week 5  Feb 12 | Tuesday: pre-recorded: Variations of American environmentalism: McKibben  Thursday: The overprotected kid: Cronon (listen to powerpoint and do activity) | Reading Assignment 7 & 8 |
| Week 6  Feb 19 | Flint Workshop (preferably in person both days; zoom will be available if needed). |  |
| Week 7  Feb 26 | Module 2 – Stakeholder and Community Engagement  **Tuesday, on zoom or in person: midterm review**  Thursday, pre-recorded: audience segmentation | Reading Assignment 9  *Midterm Review* |
| Week 8  March 4 | **Tuesday, on Canvas or in person: Midterm exam**  Thursday, pre-recorded: When campaigns go wrong | *Midterm Exam*  Reading Assignment 10 |
| Week 9  March 11 – MARCH BREAK NO CLASSES |  |  |
| Week 10  March 18 | Tuesday: pre-recorded: social license to operate in the context of aquaculture  Thursday, on zoom or in person: environmental information avoidance | Reading Assignment 11 & 12  *Inquiry Paper 1 due Thursday night at midnight* |
| Week 11  March 25 | Module 3 - Corporate Advocacy and CSR  Tuesday: pre-recorded CSR  Thursday: listen to recording and do activity: sustainability campaigns | Reading Assignment 13 & 14 |
| Week 12  April 1 | Module 3 – Corporate Advocacy and CSR  Tuesday: Communicating for non-humans “It’s not easy being green”  Thursday, on zoom or in person: Greenwashing, S.C. Johnson | Reading Assignment 15 & 16 |
| Week 13  April 8 | Tuesday: pre-recorded: resistance to change Thursday: zoom or in person: implementation communication strategies | Reading Assignment 17 & 18 |
| Week 14  April 15 | Tuesday: pre-recorded: social norms  Module 4 – Mass Media  Thursday: on zoom or in person Environmental cultivation | Reading Assignment 19 & 20 |
| Week 15  April 22 | Tuesday: pre-recorded: @motherearth  Thursday: on zoom or in person: Issue attention cycles | Reading Assignment 21 & 22  *Inquiry Paper 2 Due Thursday at midnight (Comments returned on request)* |
| Week 16  April 29 | Tuesday: pre-recorded: Jane Goodall and hope  Thursday: on zoom or in person exam review |  |
| Week 17 | *Final exam* | TBD by university |  |

You are expected to be familiar with [ISU’s Code of Student Conduct](http://deanofstudents.illinoisstate.edu/conflict/conduct/code/).

**Academic Dishonesty**

Plagiarism and any other form of academic dishonesty will not be tolerated. Plagiarism (presenting someone else’s work as your own or without proper acknowledgment) or any other type of academic dishonesty will be considered justification for failure for that particular assignment or the entire course, depending on severity. You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the [Code of Student Conduct](https://deanofstudents.illinoisstate.edu/conduct/code/) and any additional syllabus language. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and unacknowledged collaboration on any work, or the presentation of someone else’s work, is plagiarism. **Content generated by an Artificial Intelligence third-party service or site (AI-generated content)  without proper attribution or authorization would also be a form of plagiarism.** If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as possible. Any allegation of a violation of this section may be referred to [Student Conduct and Community Responsibilities](https://deanofstudents.illinoisstate.edu/conduct/resolution/), a unit of the Dean of Students Office for possible sanctioning.  In addition, a grade penalty can also be applied.

In this spirit, I would like to acknowledge the following people whose work has inspired this syllabus and/or whose work I have adapted: Joshua Barbour, Anthony Dudo, Jeff Courtright, Becky Hayes, Lance Lippert, Katherine McComas, Aimee Miller-Ott, Jeff Neiderdeppe, Pete Smudde, Meghnaa Tallapragada, Lindsey Thomas.

**Frequently Asked Questions**

*I have a disability, and/or medical/mental health condition. What do I do?*

*What if I miss a class for a religious holiday, emergency or extended illness?*

*When are assignments due? What if my work’s late?*

*Will you review my written work before I submit it?*

*How do I know what my grade is?*

*What’s your grading philosophy?*

*What if I have a technology problem with an assignment?*

*Can I get an incomplete?*

*I want to discuss my grade. How do I do that?*

*I want my grade re-evaluated. What do I do?*

*I’d like to discuss my overall grade and/or figure out what my grade currently is. How do I do that?*

*Can I earn extra credit?*

*I’m feeling stressed, overwhelmed, lost, anxious or depressed. What can I do?*

*I’m food or housing insecure – what do I do?*

*I’d like to learn how to take better notes or manage my time better. Where can I learn about ways to do that?*

*I’m a first-generation student. What can I do to help myself navigate university?*

*How do I use the library?*

*What if I don’t have technology access to succeed in coursework?*

*Do I need permission to record or share your course materials?*

**I have a disability, and/or medical/mental health condition. What do I do?**

Please let me know as soon as possible after contacting Student Access and Accommodation Services, so that I can discuss strategies to fit the course to your needs. Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at [StudentAccess.IllinoisState.edu](https://studentaccess.illinoisstate.edu/).

**What if I miss a class for a religious holiday, emergency or extended illness?**

If you must miss class due to an extended illness such as COVID or another illness (3 or more consecutive class days) or bereavement, the Student Health Services and the Dean of Students Office can help. Please get in touch with them to help you communicate what’s happening to your professors, so you can focus on getting better or mourning.

Ultimately, you are responsible for attending class and completing all academic work. Make arrangements with me in advance if you will be missing class due to participation in a Sanctioned University Activity, fulfillment of a religious obligation, service in the military, jury duty, or another university-recognized excused absence (see University Policy and Procedures 2.1.27 Student Bereavement Policy).

These are the only circumstances I accept to reschedule an exam or have an assignment count as excused. If one of these situations occurs, I’ll need a letter signed by an authoritative person attesting to the issue (i.e.: a university official such as a coach regarding campus activities).

In the case of absence due to religious observance, please notify me five days in advance. Please note: you must receive written or verbal confirmation from me that you’re excused, simply leaving me a message does not mean that you’re excused.

**When are assignments due? What if my work’s late?**

All assignments are due no later than the time stated on the assignment. Anything received after the due time will be penalized 30% for each 24 hours it is late, starting after submission (so 30% off for an hour late, 60% off for 25 hours late). (If you have an emergency or excused absence, these late penalties don’t apply).

**Will you review my written work before I submit it?**

No, I don’t, in order to be fair to the grading needs of all students in the course. If you need one-on-one writing assistance for the other assignments, please contact the Julia N. Visor Academic Center, which offers one-on-one writing assistance by appointment. You can also find writing assistance sessions at the library. You can find more information about these services here: <http://universitycollege.illinoisstate.edu/help/writing/>

**How do I know what my grade is?**

All grades will be posted on Canvas throughout the semester. I’ll attempt to upload grades within a reasonable time after their submission. Assignment feedback will be delivered through Canvas or in class. Please note that due to University regulations, I’m not allowed to communicate your grades to you over e-mail or the phone without your prior permission.

**What’s your grading philosophy?**

I grade assignments and exams based on the quality of the work, and assume that you start with 0 points. You don’t start with 100 points and ‘lose’ them for mistakes. Your final score for an assignment or exam represents what you earned, not the number of points ‘deducted’. I don’t curve grades. Simply following directions and fulfilling the assignment requirements does not guarantee you an A on the work.

**What if I have a technology problem with an assignment?**

You’re expected to keep computer files and/or photocopies of all assignments that you submit. This is good practice for your future career. When working on a computer, please frequently save your files, and always backup your work to somewhere besides the computer. I don’t accept late work due to technological challenges.

**Can I get an incomplete?**

Incompletes are based on university policy, and are granted only *in extreme cases* when a documented emergency prevents you from completing the class, you have contacted the Dean of Students Office, and you have successfully completed approximately three quarters (75%) of the course. **For graduating seniors, please note:** You must have any previous incompletes taken care of at least *six weeks prior to the semester you plan to graduate*. If a student takes this course with an incomplete, and plans to graduate, you’ll need to finish the incomplete grade by midterm so that you meet the graduation/completed credit-hours deadline.

**I want to discuss my grade. How do I do that?**

Please see me during office hours, make an appointment or send me an e-mail.

**I want my grade re-evaluated. What do I do?**

You can appeal your grade if you feel it doesn’t adequately reflect your performance on an exam or assignment. To do so, please submit a one-page written statement (a formal e-mail is fine) within one week after the assignment or exam was first returned to the class. The statement should include documentation about why you feel the grade doesn’t reflect your performance. This policy means that your concerns are addressed quickly. I’ll review the document and decide to move ahead with a regrade or not. Documentation such as ‘I worked really hard’ or “I need a better grade for my GPA’ aren’t adequate because I’m grading your output, not your effort. If I decide to regrade, the whole assignment or exam is regraded. This means that it’s possible for your mark to go down rather than up if mistakes in your favor are found when the assignment or exam is regraded.

Please note that the timeframe to send in written documentation starts when the exam or assignment is returned to class, not when you actually obtain it. If you miss the timeframe to submit a written statement, you forfeit your right to appeal the grade.

**I’d like to discuss my overall grade and/or figure out what my grade currently is. How do I do that?**

If you’re having trouble figuring out your grade, please schedule a meeting.

**Extra Credit Opportunities**There may be extra credit opportunities throughout the semester; if there are, they will be announced on Canvas.

**Research Participation - Extra Credit**

There will be a few extra credit opportunities for research participation. The extra credit points will be added to your final grade, and **will not appear in the gradebook immediately upon your completion of the opportunity** – I don’t get the lists until after a study ends. There are no guarantees for extra credit, and it is each student’s responsibility to be aware of and take advantage of such opportunities. You may receive extra credit for participating in any of the studies posted to the School of Communication’s Research Announcement Board. The Research Announcement Board is updated as research studies are opened/closed, and it is your responsibility to access the Board and be aware of available opportunities. The Research Announcement Board can be accessed via:

[https://sites.google.com/site/ilstusocstudies/](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsites.google.com%2Fsite%2Filstusocstudies%2F&data=05%7C01%7Cmedelin%40ilstu.edu%7Ceba7703ac5e743ad29dd08da7979b6e3%7C085f983a0b694270b71d10695076bafe%7C1%7C0%7C637955860920338206%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=8PnJW9ZN85m%2BSyIqmuYreynh%2BNcp%2FzAx%2BPXup8qbTNk%3D&reserved=0)

In general, each 30 minutes of participation in an extra credit study will earn you .5 Research Credits, which translates into 2.5 points in this class. You may earn a total of 10 points (equivalent to 2% of your grade total) participating in research (so, that means roughly four online surveys, or two bigger things like in-person focus groups or experiments). Please see the call for participants for the Research Credits associated with each study. Each Research Each project listed on the Research Announcement Board will indicate the specific number of Research Credits associated with the project. The course instructor will get evidence of participation and the time of participation from the researcher(s) who administer the research studies at the conclusion of the semester; however, it is your responsibility to make sure that the researchers have the necessary evidence of your participation at the time of the study. Before participating in a study, please be sure to have your name, ULID (i.e., the part of your email before @ilstu.edu), instructor name, and course and section number ready, as you will need to provide these to receive credit. Research Credit can only be applied to one course for each study, unless specified otherwise on the Research Announcement Board. A maximum of 10 points can be earned from extra credit opportunities via the Research Announcement Board. After the last day of class there will be no more opportunities for extra credit.

**Non-Research Extra Credit Opportunities (SoC Alternative)**

There may be some studies for which you are not eligible (e.g., recruiting based on gender or family structure) or in which you do not wish to take part. Reasonable alternatives are available for those not able or wanting to take part in specific studies, to ensure equitable non-research based opportunities.  For each available study in which you would like to complete an alternate assignment, please contact the researcher of the study. (https://sites.google.com/site/ilstusocstudies/school-of-communication-research-study-announcement-board/information-for-studentsparticipants/alternate-non-research-assignments). These non-research alternatives are conducted with the researcher, not the course instructor, so direct your initial and subsequent inquiries, as well as completed assignment, to the researcher identified for that particular study. Alternate opportunities will be scaled by the course instructor to ensure commensurate time commitment and course credit with the research-based opportunity.

**I’m feeling stressed, overwhelmed, lost, anxious or depressed. What can I do?**

Life at college can get complicated. If you’re feeling stressed, overwhelmed, lost, anxious, depressed or are struggling with personal issues, do not hesitate to call or visit [Student Counseling Services](https://counseling.illinoisstate.edu/) (SCS). These services are free and completely confidential. SCS is located at 320 Student Services Building, [(309) 438-3655](tel:3094383655).If you are worried about a friend and don't know how to help, you can call SCS and ask to speak to a counselor. The [Kognito simulation](https://counseling.illinoisstate.edu/outreach/kognito/), available through SCS's webpage, can also help you learn how to assist your friend in connecting to services.

**I’m food or housing insecure – what do I do?**It's hard to learn if you're hungry or couch surfing. If you are having difficulty affording groceries, accessing sufficient food to eat every day, or securing a safe and stable place to live, help may be available. I urge you to contact the [Dean of Students Office](https://deanofstudents.illinoisstate.edu/contact/dean/) to learn more.

**I’d like to learn how to take better notes or manage my time better. Where can I learn about ways to do that?**

The University offers workshops in areas such as study skills, writing, reading and time management. For more information see: <http://universitycollege.illinoisstate.edu/help/workshops/>

**I’m an under-represented student, like a first-generation student. What can I do to help myself navigate university?**TRiO/Student Support Services at ISU provides services to traditionally underrepresented students in post-secondary education. Services offered include advising, counselling and workshops. To see if you’re eligible and apply, please visit http://universitycollege.illinoisstate.edu/communities/trio/

**How do I use the library?**

Maria Tudela is the Communication subject librarian (that’s right, we have our very own subject librarian). You can contact Maria to investigate what library resources might help you with an assignment, and figure out a research strategy. More information on Maria and Communication Subject Resources are available here: <http://guides.library.illinoisstate.edu/COM>

**What if I don’t have technology for this course?**Students who do not have access to the technology they need to be successful in their coursework should contact the Technology Support Center at [Help.IllinoisState.edu/Technology](http://help.illinoisstate.edu/Technology) or (309) 438-HELP (4357) to discuss options.

**Notice of Recording**

The University wants to make students aware that a course may be recorded by the faculty member for later use. Please understand that each faculty member makes an individual decision on whether recording and/or sharing their class materials is warranted. Any recordings that a faculty member makes available are for use by students enrolled in the class and are for the purpose of individual or group study only. The recordings may not be reproduced, shared with those not in the class, or uploaded to publicly accessible web environments. Please do not independently record the course without prior authorization from the faculty member or an approved accommodation from [Student Access and Accommodations Services](https://studentaccess.illinoisstate.edu/) office.

**Do I need permission to record or share your course materials?**

Students who wish to use audio or video devices to record classroom lectures or discussions must obtain written permission from the instructor. Such recordings are to be used solely for the purposes of individual or group study with other students enrolled in the class. They may not be reproduced, shared with those not in the class, or uploaded to publicly accessible web environments. Students with disabilities who need to record classroom lectures or discussions must contact the [Student Access and Accommodation Services](https://studentaccess.illinoisstate.edu/). Students who violate this policy may be subject to both legal sanctions for violations of copyright law and disciplinary action under the University’s [Code of Student Conduct](https://deanofstudents.illinoisstate.edu/conduct/code/).