

# Faculty Development Plan

Name  
Assistant Professor  
School of Communications  
Brigham Young University  
June 2018

## **Contents**

1. Who am I as an Educator?, p. 2
2. Citizenship Reflection, p. 3
3. Citizenship Project, p. 6
4. Scholarship Reflection, p. 7
5. Scholarship Strategies Project, p. 10
6. Teaching Reflection, p. 11
7. Teaching Strategies Project, 13
8. CDP Grant Proposal, p. 14
9. Syllabus for COMMS 101, p. 15

### **Who am I as an Educator?**

Throughout my lifetime, I have been blessed with numerous mentors that had a profound and inspiring impact on me. These mentors truly worked to “assist individuals in their quest for perfection and eternal life”--not only in an academic setting, but also through their actions and example to others. I have a strong desire and strive to become this type of mentor for others. Whether this mentorship occurs in or outside of the classroom, I want my story here at BYU to go something as follows: “Name cares about me and goes above and beyond to help me be successful. She truly ‘walks the walk’ and ‘talks the talk’ of a disciple of Jesus Christ. She inspires life-long learning in me and prompts me to lift others.”

Through consistent effort and reflection, I hope to accomplish this goal by maintaining high levels of citizenship, scholarship, and teaching during my career at BYU.

## 1. CITIZENSHIP

### Overview

I've been described as a good colleague and an effective team player. I work hard to interact positively with other colleagues and to fulfill my department assignments. I attend faculty meetings, have positive relationships with others, and strive to reach out and serve the greater community.

### 2017-2018 Citizenship Activities

#### Service to the School of Communications

- **Graduate Committee Member (2017- present):** Presently serving as a member of the graduate committee. We are currently focused on recruiting more students to apply to the graduate program. Under the direction of Tom Robinson, I've worked with the committee to develop an advertising campaign that targets and promotes our program to perspective students. We held a recruiting event last semester and are in the process of implementing other recruitment initiatives
- **Comms Studies Development Committee Member (2017):** Attended several curriculum committee meetings and worked with Clark Callahan and other core faculty on developing the vision and curriculum for comms studies. This new sequence was accepted by our department last semester

#### Service to the University

- **Faculty Advisor to Student Club--Unraveling Pornography (2017- present):** Guided students to put on the first student-led pornography education week at BYU. "Unraveling Pornography" recruited a number of academics and professionals to speak to students on pornography related topics
- **Social Media Mission/Faculty Advisor to Student Club-The Flashlight Club (2017-present):** Under the direction of Elder Ballard, I currently serve as the Training Committee Head for the YSA Social Media Mission project. I work with a group of BYU students to develop training materials (website development, video, written content, etc.,) to instruct YSA's on how to use social media as a tool for missionary work

#### Service to Professional Organizations

- **Board of Directors Member—Enough is Enough (2017-Present):** Enough is Enough is a non-profit anti-pornography organization that works to make the internet safer for families and children. I've served on the organization's board since 2017 and offered my expertise in terms of research related to the impacts of pornography on children and families. I've also connected BYU students to internship opportunities as needed

- **Interviewed by Protect Young Minds for blog post (2017):** Discussed topics related to dissertation research regarding parents addressing pornography with children. <https://protectyoungminds.org/2017/09/14/how-to-talk-to-kids-about-porn/>
- **Invited invitation to Author a Post for an Academic Blog--Parenting for a Digital Future (2017):** Provided 5 insights to parents talking with children about pornography based from my dissertation research <http://blogs.lse.ac.uk/parenting4digitalfuture/2017/08/09/talking-to-children-about-pornography-five-insights/>

### **Journals that I Review for:**

- Journal of Children and Media
- Current Psychiatry Reviews

### **Graduate Students that I Mentor**

<b>Name</b>	<b>Degree</b>	<b>My Role</b>	<b>Completion</b>
Alison Ostler	M.A. in Mass Communications	Member	In-progress
Hannah Chudleigh	M.A. in Mass Communications	Member	In-progress
Hyejin Kim	M.A. in Mass Communications	Member	In-progress
William Glade	M.A. in Mass Communications	Chair	In-progress
Austin Shurtliff	M.A. in Mass Communications	Chair	In-progress

### **Citizenship Strengths**

- I work hard to hold good rapport with students and colleagues
- I'm super open to collaboration and enjoy working in team settings
- I attend meetings regularly and offer my insight to others
- Students enjoy working with me. I've been asked to serve on 5 graduate committees
- More individuals are becoming familiar with my research. I'm starting to get contacted by external organizations to provide my expertise on topics related to adolescents and media

### **Areas to Improve my Citizenship Efforts**

- I can be a little introverted and sometimes avoid larger group settings outside of the ones that I am required to attend
- I need to seek opportunities to serve on both national and international communication

organizations

- I need to find balance between fulfilling my citizenship duties and staying focused on teaching and scholarship

## **Citizenship Strategies Project**

Fall 2018—Winter 2019

### **2018-2019 Citizenship Goals**

Below is a list of goals that I would like to accomplish during the 2018-2019 school year:

#### *Short-term Objectives*

- I will present a paper in the division of Children, Adolescents and Media for the International Communication Association to be held in Prague, Czech Republic at the end of May, 2018. During this conference, I plan to attend the business meeting of the CAM division to become more involved and volunteer for a service position
- Continue to collaborate on at least one journal article per year with faculty members in our department
- Continue to collaborate on at least one journal article per year with a faculty member outside of our department

#### *Long-term Objectives*

- Continue to attend every School and College meeting
- Mentor a graduate student in getting an article published as a first-author
- Continue to consult with senior faculty members on how I can improve my citizenship efforts
- Finish the development of Comms 101 online as the development of online courses will aid our school enrollment numbers
- Follow the counsel and advice offered by our School director, Ed Carter, in improving my citizenship efforts

## 2. SCHOLARSHIP

### Overview

I am passionate about research. My research centers on adolescents, family communication, and new media. I have published several articles during the 2017-2018 school year, and recently published an article in a higher-end journal (impact factor 2.571) regarding parenting and cyberbullying. I enjoy collaborating with others and want to continue learning from those who are exceptional at publishing.

### 2017-2018 Publications

- **Name J.**, Gardner, H., Coyne, S., Bartlett, C., & Yang, C. (2018). Parenting and cyberbullying across adolescence. *Cyberpsychology, Behavior, and Social Networking*, 21(5). DOI: 10.1089/cyber.2017.0586
- **Name J.**, Webb, S., & Robinson, T. (2018). The portrayal of families across generations in Disney animated films. *Social Sciences* 7(3), 47. DOI:10.3390/socsci7030047
- **Name J.** (2017). Exploring descriptive norms of parent-child communication about pornography among parents of middle-schoolers in the US. *Journal of Children and Media* 11:4, 381-398. DOI: 10.1080/17482798.2017.1312471
- **Name J.**, & Robinson, T. (2017). From “Bibbidi-Bobbidi-Boo” to Scrooge: An update and comparative analysis of the portrayal of older characters in recent Disney animated films. *Journal of Children and Media*. DOI: 10.1080/17482798.2017.1331176

### Scholarship under Review

- **Name J.** (under review). Investigating perceived norms of parent-child pornography communication among LDS versus non-LDS parents. *Journal of Media and Religion*
- **Name J.** (under review). Investigating the intersection between descriptive and injunctive norms of parent-child communication about pornography. *Journal of Family Relations*

### Forthcoming Scholarship

- John, K. K., **Name J.**, & Adams, D. (in-progress). Male body image: Using eye-tracking to examine moderators of regional visual attention on video-based stimuli. Manuscript to be submitted to *Body Image*

- John, K. K., **Name J.**, & Adams, D. (in-progress). Female body image: Using eye-tracking to examine moderators of regional visual attention on video-based stimuli. Manuscript to be submitted to *Body Image*
- John, K. K., **Name J.**, & Adams, D. (in progress). Male body image: Using eye-tracking to examine moderators of regional visual attention. Manuscript to be submitted to *Body Image*
- **Name J.**, Webb, S., & Robinson, T. (in-progress). The portrayal of parents and parenting in Disney animated films. Manuscript to be submitted to *Mass Communication and Society*
- Church, S., Brubaker, P., & **Name J.** (in-progress). YouTube politics: Online campaign videos in the 2016 American presidential election
- **Name J.** (in-progress). Injunctive norms related to parent-child pornography communication: Subordinate, peer, and authoritative norms

### Scholarship Strengths

- I have identified topics that I am passionate about to research! I am a naturally curious individual and I like digging deep into phenomena
- I have published a number of first author and sole author pieces. Although I am an ever-growing scholar and still have a ton to learn, I am confident in my writing abilities and willing to try new research approaches and strategies
- I enjoy keeping a research “system” going and am productive at working on several things at once
- I maintain focus on contribution to the field which helps in the submission process. I realize that if my research does not have a clear contribution to the field, it will be less likely to be accepted for publication
- I have several articles in the pipeline and simultaneously am working on others. I received the advice from my mentor to always have prospective articles in differing stages (e.g., collecting data, analyzing data, being reviewed, etc.) and strive to follow this guidance
- I enjoy working with others and my publications illustrate my ability to both lead and collaborate

### Ways to Improve my Scholarship

- Particularly for quantitative data driven articles, I sometimes rely on others to analyze data as my background is in qualitative research. I'd like to become more familiar with how to analyze quantitative data and am working to do so
- This past January, I became a little disheartened after receiving a rejection letter from a

journal. However, it's been very helpful to hear the advice from other professors that rejection is a part of the publication process and to resubmit elsewhere.

- Sometimes I am not sure which journal would be best to submit to. I'm working with my mentor to learn more about the various submission options

## Scholarship Strategies Project

Fall 2018—Winter 2019

### 2018-2019 Scholarship Goals

Below is a list of goals that I would like to accomplish during the 2018-2019 school year:

- SET A TIME EACH DAY TO WRITE—this was great advice from our faculty seminar, and I plan to fully engage in this practice
- Continue to average 2 plus articles published per year
- Build undergrads in our comms studies program that can apply to our master's program so that I can strategically select graduate students to work with and mentor in research over a 3-4 year period
- Get more students involved in research through our comms studies program/research class. Build a research team similar to the one Sarah Coyne described
- Discuss possible journal outlets with my mentor to build my knowledge of various publication options
- Publish at least one first author or sole manuscript every year
- Continue to work with top publishing professors with related interests, such as Sarah Coyne and Robin Jensen

### 3. TEACHING

#### Overview

I have now taught at BYU for almost three years as an adjunct, visiting professor, and now as a continuing status faculty member. I love my students and the opportunity to expand students' perspective to positively affect the world through communications. I have taken to heart the apostolic call from Elder Bednar to flood the Earth with positive and uplifting messages and use this message as a foundational element in all of my communication classes. My students respond well to Elder Bednar's counsel as we apply and discuss his words to the field of communications theory and practice.

#### 2017-2018 Teaching Accomplishments

##### New Courses Prepped and Teaching Evaluations

- Comms 101 – 4.7, 4.8
- Comms 616 – 4.9

##### Accomplishments of Students I have Mentored

- Project Gram Gram (a course project from my Comms 416 class) has won numerous national advertising awards
- I recommended Lucia Pollack (my Comms 101 TA) for the Wheatly Scholarship and she was awarded the scholarship

##### Other Accomplishments

- Served as a key player in the development and launch of the communications studies sequence in our department
- I am currently in the process of developing Comms 101 online. This will be a great asset to our School as this course serves as a gateway course for all of our majors

#### Teaching Strengths

- My students know that I care about them. Although my Comms 101 sections are usually around 100 students, the students convey that they appreciate that I know many of their names and individually connect with them throughout the semester
- I work hard to link class content to the Gospel each class period. Students respond positively to my efforts to do so. I usually score high on spiritually strengthening each semester because I try to rely on the spirit to be the central teacher
- My evaluations suggest that I am well organized. I try to have everything clearly

outlined before the start of each semester. I also review the daily learning outcomes with students at the beginning of each class

- I am available to students and encourage them to meet with me during my office hours
- I communicate my passion for the learning process and students respect this
- I try to involve numerous students in class discussions and look for creative ways for students to share their views
- I am respectful to my students and their perspectives

### **Ways to Improve my Teaching**

- Sometimes I wonder if my students feel challenged enough. My teaching evaluations suggest that they are continuously learning throughout the semester, but I want to push students more into the zone of proximal development
- I usually respond to student emails within a few days but want to strive to be quicker
- I want to stay more up-to-date with the happenings within our media field. It is continuously changing and sometimes I struggle keeping up

## Teaching Project

Fall 2018—Winter 2019

### Teaching Goals

#### *Short-term Objectives*

- Hold to a 48 hour response email policy
- Include a question on if students feel challenged enough in my mid-semester survey and make changes to course content
- Meet with my TAs more during the beginning of the semester to coordinate on grading and class assignments—don't wait for a problem to occur. Be more proactive
- Continue arriving to class a little early to engage with students on a one-on-one, more personalize basis

#### *Long-term Objectives*

- Maintain my high teaching ratings
- Follow Elder Anderson's invitation from his recent BYU devotional on ministering to "focus on the one" as this approach will meet the needs of many
- Always be open to student feedback and respond to this feedback each semester
- Continue effectively working with the comms studies sequence to create a competitive and rigorous program

## **Course Development Project Grant**

I am currently in the process of finishing the design of Communications 101 online. I began working on the course in Winter, 2018 and will finalize everything by the end of the summer. The course is set to go live this fall.

As for any online course, it is important that the course is easy to navigate, well organized, and aesthetically interesting. While I have received extensive support from BYU online to develop the course, I would like to further gain several students' perspectives prior to an actual class enrolling. In preparation for the course to launch, I would like to use the grant money to hire a few of my previous Comms 101 students who have experience in design to go in and critique the course layout, overall flow, and general assignments. These individuals were some of my top students from previous sections of Comms 101 and are exceptionally familiar with the course content. Many have also taken several online courses previously and have a background in design. These students may also be helpful in creating a few content pieces to help with the overall feel and layout of the course.

I believe student input on the course prior to its launch would be an incredibly helpful. Thank you for providing numerous resources for our growth as educators.

## Communications 101 – Mass Communication and Society

Fall Semester, 2018

Instructor: Name, PhD

Email: [Namebyu.edu](mailto:Namebyu.edu)

Office Hours (Brimhall 328): Mondays 12:30-2pm; Wednesdays 12:30pm-2pm, or by appointment

---

### **Class Information:**

Classroom: 115 MCKB

Meeting Time: Mondays and Wednesdays, 11-12:15 pm

### **TA Information:**

Name: Lucia Pollock

Email: [zurcherta@gmail.com](mailto:zurcherta@gmail.com)

Office Hours: TBA

---

### **COURSE PURPOSE**

To increase media literacy through a rigorous examination of media theory, content, and history in preparation for your participation in the communications field.

### **COURSE DESCRIPTION**

Expanded varieties of media and increased opportunities for interpersonal interaction raise questions of communication exchanges' impacts. This course integrates principles and theory to examine societal, multicultural, and global perspectives of mass media through both a historical and modern lens. We will also explore media effects as they relate to individuals and institutions.

This course focuses on the following learning objectives:

1. Students should be able to articulate the roles of communicators in their various professions
2. Students should be acquainted with professional expectations
3. Students should understand the history and role of professionals and institutions, whose media messages impact society
4. Students should be able to think critically about complex issues related to media and society
5. Students should understand media coverage of multicultural and international peoples. Issues include fairness, accuracy and sensitivity to groups, as well as

how media coverage promotes or distorts understanding between different groups and cultures

6. Students should become proficient communicators by writing in clear, accurate, fair, compelling and--where appropriate--persuasive ways and by making smooth and compelling verbal presentations
7. Students should be able to critique the organizational, economic, and social constraints on media

## COURSE TEXT

Pavlik, J., & McIntosh, S. (2015). *Converging media: A new introduction to mass communication (6th ed.)*. New York: Oxford University.

## CLASS INFORMATION AND POLICIES

### Class Expectations

- 1) Attend all class periods
- 2) Arrive on time
- 3) Stay for the entire class
- 4) Read all assigned chapters
- 5) Participate in class
- 6) Be present. Use your technology wisely

### Use of Technology in the Classroom

Technology is necessary for today's learning environment. However, it can be a hindrance. Using laptops, tablets, phones, etc., inappropriately (e.g. communicating with friends, surfing the internet, playing games) distracts not only you, but students around you. Please be respectful to your peers and professors and use your devices professionally.

### Attendance, Participation, and Late Work

This is a college-level class. You are expected to be in class every day and be on time. Additionally, a significant portion of course information will be presented seminar style and so your participation is crucial. This means that attendance is mandatory. However, I also understand that conflicts arise. **Therefore, two reading score quiz (the lowest scores) will be dropped at the end of the term. Reading quizzes cannot be made up and will significantly impact your grade if multiple are missed.** Please use your absences wisely. If you are absent and miss an in-class activity and/or discussion, you are accountable for any missed materials.

An important aspect of the communications' field is professionalism and hitting deadlines. **Due dates for assignments are firm. All assignments (except for in-class quizzes) are due at 11:59 pm on the assigned due date and should be submitted online.**

My late work policy is as follows:

- **Submitted online before or at 11:59 pm on due date = “on time”**
- **After 11:59 pm on the due date = -25 %**
- **Day two turn in = -50%**
- **Day three after due date = I will not accept**

I do understand that emergencies and extenuating circumstances happen and can make accommodations accordingly. **However, I cannot assist you unless you communicate your circumstances with me, preferably beforehand.** If communication is not possible prior to the circumstance, please discuss your situation with me as soon as possible (**several days after-the-fact leaves me with little room to negotiate with you**). All make-up work needs to be submitted within one week of the absence unless otherwise negotiated. **Remember, the more that I know ahead of time, the better the ability I have to work with you.**

### Specifications for Written Work

All written assignments are due online at the beginning of class on the scheduled date; however, I do accept papers up to two weeks early. **Papers must be word processed, double-spaced, 12 pt. font, and turned in on Learning Suite.** On the first page, please label your paper by typing your name, assignment title, instructor's name, class and section number, and date. I will accept papers in either MLA or APA format.

The appearance of your documents makes a powerful impression, so be sure to proofread your papers carefully before you submit them. If you have questions about mechanics (grammar, punctuation, style, etc.), please visit our on-campus writing center. It's a great resource—take advantage of it.

### Evaluation

The grading scale is as follows:

A	94-100%	B+	87-89%	C+	77-79%	D+	67-69%
A-	90-93%	B	84-86%	C	74-75%	D	64-66%
		B-	80-83%	C-	70-73%	D-	60-63%
						F	0-59%

### ASSIGNMENTS

There will be seven main assessments in this course.

1. ***Reading Quizzes (5 points each; 90 total points)***: Each class will include a short reading/review quiz. Quizzes are typically 3-5 questions.
2. ***Three Short Answer/Essay Exams (50 points each; 150 total points)***: These tests are given to evaluate your knowledge of the materials provided in lecture, readings, and videos. The tests will evaluate your knowledge about the theories and concepts, historical

developments, key individuals and their contributions, industry characteristics and issues. Dates of the exams are listed on the schedule.

3. ***Communications Field Interview and Reflection (15 points for the interview guide and 35 points for completing the interviewing/reflection; 50 points total):*** Often, people jump into a career without really understanding what they are getting themselves into. This assignment is to help you to NOT do that. Your task is to construct and execute an interview with someone who is currently working in Communications. Think about where you want to be in 4 years from now and find a person that is successfully doing that. You may select to interview someone who is working in Public Relations, Advertising, Journalism, academia, or a combination. More details to come in class.

FYI: This is an awesome assignment to network and build your rapport with others. I have had students that landed jobs with individuals they interviewed by completing this assignment—so take it seriously because you never know!

4. ***Media Diary and Analysis (20 points for the paper, 10 points for the diary; 30 total points):*** To help you analyze your own use of the media and articulate your growing awareness of how the media operate, you will complete a media consumption diary and a 3-page reflection paper that analyzes your media consumption behavior. What patterns do you see with your use, why do you choose the media you use, what are your expectations and how are they met?

Information will be provided in class about how to keep the journal and how to write the paper closer to the time listed in the schedule.

5. ***Media Presentation (50 points):*** Within a group, you will be asked to prepare and present a media presentation. Your goal should be to take a unique perspective on a medium, it's functioning or impact and build a detailed, researched persuasive presentation. You could, for example, argue that popular music is destroying indigenous cultures, that advertising is harming the female self-image, that cell phones are degrading traditional educational systems, that the camera has dramatically altered the way humans see themselves, or that the next great communication technology is "X." Details and further requirements will be announced in class.
6. ***Media Literacy Analyses (25 points each; 50 points total):*** Part of this class is learning how to become more media literate. As we will discuss in class, media literacy is far more than just being media savvy—it's also about learning how to evaluate media in terms of creation, content inclusion and omission, as well as distribution. You will complete two media literacy essays this semester. More information will be provided in class.
7. ***Application Log/Digital Dialogue Responses (5 points each; 60 points total):*** Knowledge is often useless unless we apply it to our daily lives. As a way to help you

keep track of how Communications 101 relates to you, you will be asked to record “applications” or participate in a discussion each week via Learning Suite.

Discussions/applications may come as you are reading the text, as we discuss the concepts in class together, and/or as you are living your life and become more aware of the communication influenced world in which we live. **Each entry will be due by Saturday at 11:59 pm.** Additional information will be given in class about this assignment.

## **ABOUT THE INSTRUCTOR**

Name received a Ph.D. in Communications from the University of Utah (2016), a M.A. in Mass Communications from Brigham Young University (2011), and a B.S. from Brigham Young University-Idaho in Theatre and Speech Education, minor in English (2008). Her research interests include issues dealing with new media, education, and family communication--specifically, her dissertation focused on societal perceptions of adolescent exposure to online pornography and parent-child pornography communication. Sister Name has also worked as a co-collaborator on several research projects and is a published author in *The Journal of Children and Media* and *Education Gerontology*. She has also presented at national communication conferences.

In addition to her work in higher education, Sister Name served as an influential educator in secondary education. She instructed students in grades 6-12, developing and implementing curriculum for introductory and advanced theatre classes, English, film, and public speaking. She has also taught undergraduate-level communication classes through Salt Lake Community College. She and her husband reside in Orem, UT and enjoy taking long walks with their two dogs, Max and Molly.

## **UNIVERSITY POLICIES**

### **Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards.

Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### **Academic Honesty**

The first injunction of the BYU Honor Code is the call to “be honest.” Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. President David O. McKay taught that “character is the highest aim of education” (The Aims of a BYU Education, p. 6). It is the

purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

### **Plagiarism**

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harcourt Brace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers.

### **Preventing Sexual Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or <http://www.ethicspoint.com>; or contact the Honor Code Office at 801-422-2847.

### **Students with Disabilities**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB. **To receive appropriate accommodations, the instructor must be**

**informed of the disability and needed accommodations within the first two weeks of the semester. If this communication between the student and professor does not occur within the first two weeks, the instructor reserves the right to hold the student to general course expectations.**

#### **DEPARTMENT OF COMMUNICATIONS POLICY ON PROFESSIONALISM:**

A key mission of our department is to prepare students for their eventual workplace experiences. Whether a Communications graduate pursues a career in journalism, advertising, public relations, law, business or any other field, he/she will be evaluated, in part, on professionalism. Because we feel our responsibility so strongly – and because it is essential to the career growth of our graduates – the Department of Communications instituted a Professionalism policy effective at the beginning of Fall Semester 2004. This policy applies both to students who have been admitted to one of our five emphases and to pre-communications students.

Any major found in violation of the university Honor Code, especially with regard to cheating and plagiarism, will receive a zero for the assignment involved, may receive an E in the course and will be referred to the Honor Code office. Execution of this policy will be at the instructor's discretion. In addition, the offending student's case will be reviewed by the department chair and/or associate chair for undergraduate studies. If the offense is sufficiently serious, the student may be removed from his/her major – no matter how close graduation may be. A second violation of academic honesty, whether done concurrently or subsequently, will automatically result in dismissal from the major.

Any pre-communications student found cheating will be denied the opportunity to apply to any of our five emphases. This decision rests with the department chair and associate chair for undergraduate studies.

Students who demonstrate consistently unprofessional behavior in class may also be dropped from his/her major or not allowed to apply in the first place. Examples of unprofessional behavior include – but are not limited to – excessive absences, disruptive behavior, sleeping in class, chronic tardiness, reading non-course material during class, playing computer games and/or checking e-mail during class, use of cell phone or text-messaging, and regularly leaving class early without making arrangements with the instructor.

**Policy Enforcement:** If an instructor feels he or she has a student in violation of this policy, the following should be followed:

**First warning:** This will come from the instructor. A meeting between the instructor and the student will be conducted to resolve the issues of unprofessional behavior. If the violation is excessive enough, the department can be involved (cases of cheating and plagiarism). Following this consultation, the professor and student will sign a letter that describes the problem and subsequent resolution. The department will keep this letter in the student's file.

**Second warning:** This will come from the department (either the Chair or Associate Chair for Undergraduate Studies). At this time, the student will be reviewed for removal from the department. Both sides of the case will be presented to a review committee composed of faculty from the student's emphasis, and a decision will follow a deliberation. A letter explaining the decision must be signed by the members of the committee and will be placed in the student's file.

**Appeal:** The first appeal will be to the Undergraduate Committee. Second appeal will be to the Department Chair. Final appeal will be to the College.

**Why a Policy on Professionalism?** It begins with the demand for entrance into our emphases and the fact that some students are being turned away. However, some who are successful in their pursuit of a particular major then demonstrate unprofessional behavior. We have decided we would rather take a student who has a less-impressive academic record but will work diligently than a higher ranking student who treats the major casually and without respect. A second factor is the tendency of some majors to "coast" once in an emphasis. This behavior is potentially serious to a student, who is unlikely to suddenly develop professionalism if hired by an agency, newspaper or television station, nonprofit organization or other employer. This, in turn, reflects on the reputation of the university, our department and the degree conferred. Our policy is consistent with those already in effect elsewhere in the university. With thousands of young people desiring to attend BYU – many with an interest in Communications – we feel an obligation to admit and retain the students who demonstrate the kind of work ethic and behavior that will enhance our collective academic and professional performance.

### COURSE SCHEDULE

Readings and assignments are to be completed by the dates shown below. The instructor reserves the right to modify this schedule during the semester and announce the changes verbally in class, not in writing. If you miss a day, ask a classmate to fill you in on what you missed.

Date	Topics/Activities	Readings Due	Assignments Due
9/5	Syllabus, Expectations, Learning Outcomes, Introduction		
9/10	Mass Communication	<ul style="list-style-type: none"> <li>• Chapter 1 (pp. 23-35)</li> </ul>	<b>*Start in class reading quizzes</b>
9/12	Mass Communication	Chapter 1 (pp. 3-23)	<b>*Digital Dialogue #1 due Saturday by 11:59 pm</b>
9/17	Media Literacy	<ul style="list-style-type: none"> <li>• Chapter 2 (pp. 37-48)</li> </ul>	
9/19	Media Literacy	<ul style="list-style-type: none"> <li>• Chapter 2 (pp. 48-59) Sister Amy Jensen, “Some Hopeful Words on Media and Agency” on Learning Suite</li> </ul>	<b>*Interview Part I due on LS by 11:59 pm</b>  <b>*Application Log #1 due Saturday by 11:59 pm</b>
9/24	Writing Workshop and test prep		

9/26	<b>Exam One in class</b>		<b>Exam One: Chapters 1 and 2</b>  <b>*Digital Dialogue #2 due Saturday by 11:59 pm</b>
10/1	Print Media	<ul style="list-style-type: none"> <li>Chapter 3 (pp. 61-78) Elder Robert D. Hales, “ ‘Preparations for the Restoration and Second Coming: ‘My Hand Shall be Over thee’”</li> </ul>	
10/3	Print Media	<ul style="list-style-type: none"> <li>Chapter 3 (pp. 78-91)</li> </ul>	<b>*Application log #2 due Saturday by 11:59 pm</b>
10/8	Visual Media	<ul style="list-style-type: none"> <li>Chapter 5 (pp. 123-142)</li> </ul>	<b>*Media Literacy Analysis #1 due by 11:59 pm</b>
10/10	Visual Media	<ul style="list-style-type: none"> <li>Chapter 5 (pp. 142-157)</li> <li>“It’s ‘Only’ Violence”— Brad Bushman</li> </ul>	<b>*Digital dialog #3 due Saturday by 11:59 pm</b>
10/15	Interactive Media	<ul style="list-style-type: none"> <li>Chapter 6 (pp. 159-170)</li> </ul>	
10/17	Interactive Media	<ul style="list-style-type: none"> <li>Chapter 6 (pp. 170-185)</li> <li>“Things as They Really Are”—David A. Bednar</li> </ul>	<b>*Application log #3 due Saturday by 11:59 pm</b>  <b>*Interview Part II due by 11:59 pm</b>

10/22	Adobe Workshop and Content Creation		
10/24	<b>Exam Two in Class</b>		<p><b>*Exam Two: Chapters 3-6</b></p> <p><b>*Digital dialog #4 due Saturday by 11:59 pm</b></p>
10/29	The Impact of Social Media	<ul style="list-style-type: none"> <li>• Chapter 7 (pp. 187-205)</li> </ul>	<p><b>*Application log #4 due Saturday by 11:59 pm</b></p> <p><b>*Meme and one-page analysis due Sat. (3/10) by 11:59 pm</b></p>
10/31	The Impact of Social Media	<ul style="list-style-type: none"> <li>• Chapter 7 (pp. 206-217)</li> <li>• Elder David A. Bednar, "To Sweep the Earth as with a Flood"</li> </ul>	
11/5	Faculty Presentation on Journalism	<ul style="list-style-type: none"> <li>• Chapter 8 (pp. 219-223; 228-247)</li> </ul>	<b>*Digital dialog #5 due Saturday by 11:59 pm</b>
11/7	Faculty Presentation on Public Relations	<ul style="list-style-type: none"> <li>• Chapter 9 (pp. 272-283)</li> </ul>	<b>*Media Literacy Analysis #2 due by 11:59 pm</b>

11/12	Faculty Presentation on Advertising	<ul style="list-style-type: none"> <li>Chapter 9 (pp. 256-272)</li> </ul>	<b>*Media Diary kept—Monday, Tuesday, Wednesday, and Thursday</b>
11/14	Media Ethics	<ul style="list-style-type: none"> <li>Chapter 10 (pp.285-295)</li> <li>Watch 2016 BYU Ed. Week Devotional: Jeffrey R. Holland, “Bound by Loving Ties”</li> </ul>	<b>*Application log #5 due Saturday by 11:59 pm</b>
11/19	Media Ethics	<ul style="list-style-type: none"> <li>Chapter 10 (pp. 295-309)</li> </ul>	<b>*Digital dialog #6 due Saturday by 11:59 pm</b>
11/26	Media Theory and Research	<ul style="list-style-type: none"> <li>Chapter 12 (review 343-363)</li> <li>“Talking to Children about Pornography”—Name (<a href="http://blogs.lse.ac.uk/parenting4digitalfuture/2017/08/09/talking-to-children-about-pornography-five-insights/">http://blogs.lse.ac.uk/parenting4digitalfuture/2017/08/09/talking-to-children-about-pornography-five-insights/</a>)</li> </ul>	
11/28	Media Theory and Research	<ul style="list-style-type: none"> <li>Chapter 12 (review 343-363)</li> </ul>	<b>*Media Diary due on LS by 11:59 pm</b>
12/3	<b>Optional Class Period—work on presentations</b>		
12/10	<b>Presentations</b>		
12/10	<b>Presentations</b>		

4/17	Summing it all up: Where do we go from here?	President Russell M. Nelson, "Becoming True Millennials"	
	<b>Finals Week: Exam 3</b> <b>Friday, April 20<sup>th</sup> from 7am-10am</b>		<b>Exam 3:</b> <b>Chapters 7-10, 12</b>