

Sample 1

Faculty Development Plan


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: “ 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

|  | Degree | My Role | Completion |
|---|-----------------------------|---------|-------------|
| 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, [REDACTED] 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

- [REDACTED] 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
- [REDACTED] Webb, S., & Robinson, T. (2018). The portrayal of families across generations in Disney animated films. *Social Sciences* 7(3), 47. DOI:10.3390/socsci7030047
- [REDACTED] (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
- [REDACTED] & 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

- [REDACTED] (under review). Investigating perceived norms of parent-child pornography communication among LDS versus non-LDS parents. *Journal of Media and Religion*
- [REDACTED] (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., [REDACTED] & 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., [REDACTED] & 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., [REDACTED] & Adams, D. (in progress). Male body image: Using eye-tracking to examine moderators of regional visual attention. Manuscript to be submitted to *Body Image*
- [REDACTED] 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., & [REDACTED] (in-progress). YouTube politics: Online campaign videos in the 2016 American presidential election
- [REDACTED] (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.

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 [redacted] assignment title, instructor's [redacted] 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

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

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

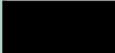
| | | | |
|-------|--|--|--|
| 10/22 | Adobe Workshop and Content Creation | | |
| 10/24 | Exam Two in Class | | <p>*Exam Two: Chapters 3-6</p> <p>*Digital dialog #4 due Saturday by 11:59 pm</p> |
| 10/29 | The Impact of Social Media | <ul style="list-style-type: none"> • Chapter 7 (pp. 187-205) | <p>*Application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

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

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

Sample 2

Faculty Development Plan


Assistant Professor
School of Communications
June 2018

Personal Statement

As a professor and researcher in the School of Communications at Brigham Young University, I commit to meeting the aims and mission of a BYU education through engaged and mentored learning, while also developing as leading researcher in my area of scholarship. That objective has been my personal statement for each university I have previously taught but the most remarkable part of my employment at BYU is that I get to embrace that edict in partnership with the Gospel of Christ. I commit to framing my pedagogical and scholarship efforts through faith. I understand the unique opportunities placed upon those employed at BYU and I seek to represent my faith, colleagues, and students in a way that reflects my stewardship as professor of this great institution.

Strengths

I have a strong understanding of my field and I believe that knowledge is manifest in my classroom.

I seek to stretch my student's abilities and consistently ask that they try harder and go farther in their work.

In my teacher evaluations, I generally score at or above the averages for the School of Communications.

My evaluations generally reflect my commitment to the students and my passion for their success.

I try to respond quickly to emails, be cordial in my correspondence, and patient in my tone.

I create an active and engaged classroom, where students work together to develop problem solving aptitude and the technical skills required for employment in the field.

Areas of Growth

I am committed to creating a spiritually strengthening pedagogy; however, it has been a challenge finding ways to infuse gospel principles into the classroom experience. I have developed habits from teaching at other institutions (keeping the material strictly secular) that have created artificial personal barriers for me, and which keep me from directly infusing the spirit into the classroom. I would like to improve in that regard.

I constantly seek ways to bring more active learning opportunities into the classroom. I feel like I do an adequate job but I can improve.

I would like to experiment with more advanced technology in the classroom. I do several writing seminars in my courses and I would like to develop a process that allows students and professor to work on editing scripts in a collective environment where all can see and participate.

I would like to develop a higher proficiency in the technical skills necessitated in my field. That knowledge will be passed onto my students and allow for a more dynamic classroom experience.

Short-term Objectives (1-3 years)

Work with the Center for Teaching and Learning (CTL) to develop a purposeful course outline.

Read *Educating Zion*, the text given to those who attended the Faculty Development Seminar.

Use the SCOT resource provided by the CTL.

Enroll in the DSLR basics course offered through the Harold B. Lee Library.

Persistently seek out unique in-class activities and case studies that promote critical thinking and create an engaged learning environment.

Incorporate tests of student knowledge to better measure their mastery of the material and to be flexible in my course outline to provide time to address issues that arise.

Evaluate my course objectives and assessments to be sure they are appropriate for the course and meet stated objectives.

Pray each day before classes so that I may receive divine help.

Invite faculty colleagues into my classroom this next academic year for peer evaluation and implement their suggestions into my teaching methodology.

Long-term Objectives (3-5 years)

I have high expectations as an educator. My goal for my teaching evaluation scores are to meet or exceeded the standard set in the School of Communications.

I would like to see my average course GPA drop by a point. I often teach small, upper-level courses where students generally perform well. I feel the grading and expectancy is rigorous but perhaps there is room to implement more comprehensive assessments that can make getting an “A” more challenging.

Contribute to the development of a revamped News Media Sequence.

Develop and implement an upper-level content creation course in sports media that fits seamlessly within the News Media lab design.

Develop an Olympics mentored learning experience where I take news media students to Summer (or possibly Winter) Olympic games to cover events for our news programs and other distribution partners.

Get more involved with the graduate program and teach at least one graduate-level course in the next five years (preferably a research methods course).

Each summer enroll in at least one summer software training course offered by the Harold B. Lee Library. Possible courses include: After Effects, DSLR basics, Illustrator, and Photoshop.

Strengths

I have developed a clear line of research in the area of sports communication.

I maintain a project cue of at least three to four articles in various states of development. I like to plan out my research agenda a year in advance but I also try to be flexible as ideas evolve or new opportunities arise.

My work is appealing to journals and I maintain a high submission-to-acceptance rate to the journals where I submit my work.

I understand the standard for producing scholarship in my area is high and I consistently get accepted to present my work at the leading conferences in my field.

I have published articles as a solo author, as a two-person team, and in larger groups.

I network well and enjoy collaborating on projects with scholars from other institutions.

My findings are relevant and I look for opportunities for my scholarship to inform what I do in the classroom.

Much of my work emulates and/or builds off what the leading scholars are doing – especially at this point in my formative years as a scholar. I want to develop successful and well-developed scholarship habits. I feel that emulating and building off—in some cases working with—the leading scholars in my area will help me develop and maintain this skill set.

Areas of Growth

Consistently publish in the top journals in my field.

I would also like to expand the types of journals to which I submit. Most of my work is published in the leading sports communication journals, but I would like to get more works published in broader communication publications. This will better promote my work and provide a more well-rounded CV.

Utilize conferences to expand my research network; seek out the top scholars at these gatherings and propose joint projects in hopes of working with them.

Use the summer months more effectively. Often times, I do most of my work in the Fall and Winter semesters when I'm the busiest and, at times, it can create a hectic work environment in the weeks leading to submission deadlines. I want to use the summer months for more data collection and analysis – freeing up the semester for writing and revisions.

Diversify my list of publications to include book chapters, book reviews, and other publishable works.

Diversify my methodological approach. Most of what I do is quantitative but I would like to incorporate more qualitative and historical methodologies in my research.

Short-term Objectives (1-3 years)

Publish three scholarly articles and one book chapter that are currently under review.

Operationalize and submit for presentation (and afterwards, publication) the next five research projects in my cue prior to my third-year review.

Make better use of the Faculty Editing Service. I have used the service once before and found it to be extremely helpful.

Become more familiar with the School of Communication's rank and status document.

Develop a list of leading journals in my field and consult it before I submit works for publishing. I hope this will help me diversify the my publishing agenda.

Set aside 2-hour blocks for writing each day not in the classroom. As deadlines approach, expand those blocks to four hours.

Strive to have at least two works under review at all times.

Strive to have at least three more projects in development at all times.

Work with at least one colleague—either from the School of Communication or outside it—on each quantitative and/or qualitative article under development.

However, I do want at least one more solo authored work on my CV before my six-year review. I plan to develop one more historical journal article in the next two years and get it published before my sixth-year.

Long-term Objectives (3-5 years)

Develop three research projects each year that lead to peer-reviewed journal articles.

Expand my network of co-authors.

Publish in a variety of communication journals – not just journals specific to my narrow field.

Publish at least two articles with colleagues at BYU.

Publish a variety of works including peer-reviewed articles, book chapters, book reviews, etc..

Expand my methodological approach to include more qualitative and historical approaches.

Apply for both external and internal grants to help fund conference attendance and research development.

If awarded Continuing Faculty Status, I would like to turn my dissertation into a book. I have shopped it around to several publishers already but I do not have the time at this point to obtain a contract and complete the necessary revisions. I see it more as a project for full professor.

Short-term Publication Goals (1-2 years)

| Research Project | Status |
|---|---|
| Johnson, R. & Romney, M. (2018). <i>How the West Was Lost: Geographic Bias on Sports Network Highlight Shows. Journal of Sports Media.</i> | <i>Journal of Sports Media. Published Summer 2018</i> |
| Johnson, R. & Romney, M. (2018). <i>Life in Black and White: Racial Framing by Sports Networks on Instagram. Journal of Sports Media.</i> | <i>Journal of Sports Media. Published Fall 2018</i> |
| Hull, K., Romney, M., Pegmann, A., Stillwell, M. (under review) <i>#SelfPromote: A Visual Analysis of Promotion on NBC and CBC's Official 2016 Olympic Instagram Accounts. Journal of Media Business Studies.</i> | <i>Journal of Media Business Studies. Currently under review</i> |
| Romney, M., and Johnson, R. (under review). <i>Show Me a Story: A Qualitative Analysis of Narrative, Image, and Audience Engagement on Sports Network Instagram Accounts. Submitted to Information, Communication, and Society.</i> | <i>Information, Communication, and Society. Currently under review.</i> |
| Romney, M., & Johnson, R. (under review) <i>The ballgame is for the boys: the visual framing of female athletes on national sports networks' Instagram accounts.</i> | <i>Journal of Broadcasting and Electronic Media. Currently under review</i> |
| Romney, M. (under review) <i>Radio Act of 1927. The International Encyclopedia of Mass Media and Society. SAGE.</i> | <i>The International Encyclopedia of Mass Media. Currently under review</i> |
| Hull, K., Romney, M. & Cassilo, D. (2018) <i>Time it or stream it? Can Millennials and the Internet save ESPN?</i> | <i>Submitted as a book chapter. Currently under review by editor.</i> |

Long-term Publication Agenda (2 - 3 years)

| Research Project | Status |
|--|--|
| Harrison, G., Hull, K., [REDACTED] M., & Pegoraro, A. (2018). "How Race, Gender, and American Politics Influenced User Discourse Surrounding the Jemele Hill Controversy." | Paper competed – summer 2018. To be submitted to journal fall 2018. |
| Olympics, race, and gender visual framing (lead author) | Under development – summer 2018. To be submitted to the Broadcast Educators Association, 2019 |
| Division I teams, race, and gender visual framing (second author) | Under development – summer 2018. To be submitted to International Communications Association, 2019 |
| Instagram, sports networks, narrative, and visual framing (lead author) | Under development – summer 2018. To be submitted to Association of Educators in Journalism and Mass Communication, 2019 |
| Twitter, sports journalists, stick to sports, and bias. (second author) | Under development – summer 2018. To be submitted to the Broadcast Educators Association, 2019 |
| Twitter, sports journalists, and minorities in sports (lead author) | Under development – summer 2018. To be submitted to Association of Educators in Journalism and Mass Communication, 2019. |
| Twitter, gender, harassment (second author) | Under development – summer 2018. To be submitted to Association of Educators in Journalism and Mass Communication, 2019. |
| [REDACTED] M. (under development) Herb Jepko and the All-Night Listener: A Uses and Gratifications Analysis of the First Nationwide Interactive Audience. (solo author) | Under development – fall 2018. To be submitted to Association of Educators in Journalism and Mass Communication, 2020 |

Course Development Project

Assistant Professor
School of Communications
June 2018

Featured course

Comms 486 Advanced Reporting

Course Adjustment

In June 2018, I attended a three-day seminar with Mike Johnson from BYU's Center for Teaching and Learning. Together, we brainstormed ways in which I could improve my course outcomes. The seminar focused on creating a clear statement of purpose, learning outcomes, and proper assessment techniques. The seminar was enlightening and as a result, I have revamped my advanced reporting course to better meet pedagogical best practices. In the following sections, I outline ways in which my new syllabus reflects these changes. I also include the syllabus in my report.

Course purpose. The original statement of purpose communicated the reason for the class but it was convoluted and perhaps too wordy. The new course purpose is much more succinct and focuses explicitly on what students will be asked to learn during the course.

Learning objectives. My original learning objectives were robust, overly inclusive, and honestly, not directly in line with what students were doing in the course. As the course evolved over the years, I realized that I strayed from the original learning outcomes, which rendered several of them obsolete. Mike challenged us to be poignant, direct, and concise with our new learning objectives. I believe that what is now manifest, is better in line with what I am hoping students take away from the course.

Assessment. Of the three, this is the area which I did the least tweaking. Mike stressed utilizing best practices in test questions (which we do little of in this course) and providing detailed rubrics for assignments, which clearly outline how students will be assessed. My rubrics were already detailed and in line with best practices; nevertheless, I did make a few adjustments to our story rubric that will more clearly outline students social media expectations. That is something that I have incorporated more into my courses the last few semesters, and it was helpful to use tips from the seminar to nail down how these new assignments will be assessed.



COURSE PURPOSE

This course will teach you to discover, analyze, synthesize, and present visually compelling stories that connect with your target audience.

COURSE LEARNING OBJECTIVES

Identify and generate visually compelling stories:

- Research, analyze, synthesize, and organize information for your stories.
- Analyze information, deconstruct it, and present it in a compelling/interesting way that has meaning to ElevenNews audiences
- Students will apply proper storytelling methodology to their stories
- Utilize/experiment with new platforms to distribute visual stories

Dr. [REDACTED]
E-mail: [REDACTED]@byu.edu
Twitter: @Mromney7
Office: [REDACTED]
Phone (801) 422-[REDACTED]

Slack Information

Channel:
[REDACTED]

My Office Phone
Number:
[REDACTED]

Class Times

M/W/F
1:00 - 1:50 pm

Lab Days/Times

M/T/W/Th/F
8 am - 12:50 pm



THE BASICS

This class will run a lot like a workshop. We will bounce ideas off of each other and experiment with concepts in the field. To use this method effectively, you will have to get used to having other people critically analyze your work. Everything we produce in the class will be watched in front of your peers. Critiques will be collective and public, which speeds up the learning curve as we learn from each other's success and struggles. This criticism should be constructive, which means the class will provide feedback on both strengths and weaknesses and how to improve future work without demeaning anyone. We will critique the work and not the person. For some of you, this will be painful. But learning to accept criticism is an important skill that will serve you well in both your personal and professional life.

This class combines lectures, readings, and assignments designed to develop the knowledge base and practical skill set you will need to create quality visual content. To make this class interesting, the last thing you (or I) want is to have a professor who stands in front of the class regurgitating information from the textbook. Therefore, it is your responsibility to come prepared to class having read the materials for the day. My lectures are designed to enhance your understanding of the material - not replace reading!

ATTENDANCE

When our class meets, you are expected to attend. Absence from more than 10 percent of the scheduled class sessions, whether excused or unexcused, is excessive and the instructor may choose to exact a grade penalty for such absences. If you miss more than three classes, expect to have your final average lowered by one letter grade. You don't want to miss class. Additionally, missing class does not change a deadline. You may not miss a class to work on a story, so please schedule your shoots outside our regular meeting times.

LATE ASSIGNMENTS

I will not accept any late assignments. Period. You have to learn to hit deadlines as a journalist and mass communicator. There will be no exceptions. No late work will be accepted.

Assessment Activities

SHOW AND TELL: Each student will be required to present one news story to the group that reflects the principles that have been discussed in class. The presentation is worth 25 points. This presentation will take place at the beginning of each class and should last five minutes or less. Students should come prepared to show the story and include a one-page outline of their presentation notes (which you will hand in). The presentations will be scheduled after the first week of the class.

NEWSROOM TRAINING CHECKLIST: Each student will be required to complete the Newsroom Training Checklist. This assignment is worth 20 points. It will include the completion of several newsroom trainings such as ENPS and Premiere training. Please see Melissa or Alan for more information.

FOCUS LABS: Several focus labs will be held throughout the semester. On these days, you will bring your best work (up to that point) and present it to the class for peer review. This will allow you to see what your peers are producing and will allow them to provide valuable feedback on your work. Similar to the live labs, if you miss a session you will be docked 10 points. If you miss more than two, you will lose the full 20 points.

PACKAGES: You will be expected to turn 11 - 12 news PKGs for the class. We will get into more detail about what is expected from each PKG as the semester progresses. Each PKG is worth 30 points and includes posting a social media component to the ElevenNews social media accounts. You are required to fill out a grading sheet for each story. These grading sheets are located in the newsroom. Each of these PKGs will coincide with your lab day. Keep an eye on the class schedule for when these assignments are due.

FINAL RESUME SITE: Students will be expected to produce a resume site for their work as the final project. The site can be built using Wix or Weebly. Sites should include at minimum the following: (1) high resolution photos; (2) resume reel; (3) links to other works (i.e. other journalism works); (4) a bio or about me section; (5) links to your personal social media. We will discuss this assignment in greater detail as the due date nears.

EXTRA CREDIT: We will discuss opportunities for extra credit throughout the semester. Stay tuned.

THE BREAKDOWN

| | |
|---|----------------------|
| Newsroom Training Checklist | 20 |
| 1 Show and Tell Assignment | 25 |
| 5 Live Labs (a missed lab means a loss of 5 points) | 50 |
| 2 Focus Labs (a missed lab means a loss of 10 points) | 20 |
| PKGs (12 total) | 300 (30 pts each) |
| Resume Site | 50 |
| Total | 480 |

The Fine Print

The BYU School of Communications is accredited by ACEJMC, the Accrediting Council on Education in Journalism and Mass Communication. As a member of this body, we are committed to student learning that achieves core professional values and competencies such as freedom of speech, ethics, diversity, writing, research, critical thinking, and the application of tools and technologies of the field. More information is available at: <http://byucom.mt/acejmcinfo>

Participation & Attendance:

Students are expected to practice professionalism by attending class regularly and being punctual. More than two absences will result in your grade being reduced by one-half a letter grade. Each additional absence will reduce your overall grade by 4%.

Electronic Devices:

The use of computers, tablets and cell phones are prohibited during class. Critique and lab sections when laptops and devices can be used will be announced as they occur.

Deadlines:

The School of Communications faculty has identified meeting deadlines as a significant learning outcome for this class. The content of this class is intended to help you be prepared for the real world. The ability to meet deadlines is essential and will not be waived, modified or accommodated, except in rare cases to be determined by the instructor. Thus, unless there are extreme circumstances, LATE ASSIGNMENTS WILL NOT BE ACCEPTED.

Honor Code:

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. 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. Please call the Honor Code Office at 422-2847 if you have questions.

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. Title IX also prohibits sexual harassment of students by university employees, students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following:

- 1) The Title IX Coordinator at 801-422-2130
- 2) The Honor Code Office at 801-422-2847
- 3) The Equal Employment Office at 801-422-8898
- 4) Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hour)

Student Disability:

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 University Accessibility Center (UAC), 2170 WSC or 422-2767. The UAC can also assess students for learning, attention, and emotional concerns. 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 422-8898, D-288 ASB.

Academic Honesty:

The first injunction of the 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. 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.

Plagiarism:

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. In some cases, plagiarism may also involve violations of copyright law. Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution.

Course Development Plan Grant Proposal


Assistant Professor
School of Communications
June 2018

Course Development Plan Grant Proposal – Drone Module

Courses

*Comms 486 Advanced Reporting

Comms 239 Introduction to Journalism

* I would use the drone primarily in this course but I may also include it in the into course

Statement of Need

Emerging technology has altered how news and information is gathered and disseminated audiences. Drones, with HD cameras attached, are one of the tools that organizations are utilizing in their methods. These devices offer all types of videographers opportunities to get creative visuals otherwise inaccessible. The cost to own and maintain drons has dropped over the last several years and, now, there are several entry-level models that make them a viable option for videographers. I would like to use funds from this grant to purchase an entry-level drone for my advanced news reporting class and teach the students, in a mentored-learning environment, how these machines can improve their visual storytelling. I could also include a drone module in the entry-level Comms 239 course - if the module proves successful in the more advanced course.

The teaching module would include:

Two class periods focused on how drones can enhance visual storytelling

The various types of drones how they are used to gather news

Basic flight information and restrictions

Basic flight instruction

One class where I physically pilot the craft and allow the students to see it function in real time.

**An optional fourth class period could include inviting a professional drone pilot employed by local news organizations to speak to the class (for example both the Universe and KSL have staff who are certified pilots).

The Drone

Holy Stone GPS Quadcopter RC Drone 100 with camera live video and GSP return.

Total costs: \$279.00

Scholarship Strategies Project


Assistant Professor
School of Communications
June 2018

Summary

My scholarship adds to the growing body of sports communication research. I have an established pipeline that leads to several publications each year in the top journals in my field. I generally work as the first or second author on my publications and I actively seek to work with some of the top scholars in my area. I'm cognizant about how quality research is developed but I need to prioritize my time and be more efficient with my work to accomplish the research goals I have established for myself. In this document, I outline what measures that I, and my faculty mentor, have identified as the pathway to help me accomplish my research objectives to fulfill the scholarship portion of the School of Communication's Rank and Status requirements.

Broadly, my scholarship strategies include consistent writing times, continued collaboration with top scholars in my area, regular academic conference attendance (where I present research), expanding the group of journals in which my work is published, utilizing graduate and undergraduate students as research assistants, and always be in a consistent stage of project development and manuscript submission.

Gathering Ideas

Block out time each week to review the top journals in my field to help spur ideas for future research.

Attended university sanctioned research symposiums to stimulate research ideas.

Chat with colleagues about their research and look for opportunities to collaborate.

Utilize students: what are they interested in, what social platforms do they use, how do they access sports news and information, how is that information constructed?

Network with like-minded scholars at national conferences such as ICA, NCA, IACS, and AEJMC.

Join journal, division, and interest group listservs and/or online groups to stay connected with what other top scholars are working on.

Research and Data Analysis

Publish three journal articles (or their equivalent) each year.

Block out consistent time each week for data analysis.

Regularly meet (via videoconference) with co-authors to discuss, plan, and benchmark research projects.

Apply for research grants that can help fund projects.

Utilize undergraduate and graduate students in my data collection and analysis.

Diversify my methodological approach. I mostly publish quantitative papers but I would like to expand to qualitative and history methodologies.

Begin working on a solo authored work beginning in the fall 2018 with hopes for publication in 2019 or 2020.

Writing

Block out each week consistent times to write. It works best for me to write on days I do not teach and/or after classes conclude for the day (late afternoon).

Write as I go, rather than once the data is collected. I write most of the literature reviews for the articles I co-author. I find it best to get that part of the article done early so it can help speed things along and better frame how we write the results and discussion sections. I would like to maintain that effort on all future projects.

Take better advantage of the Faculty Publishing Service.

Participate in university-sponsored writing seminars, whenever possible.

Feedback

Regularly submit manuscripts to the Faculty Publishing Service.

Seek out feedback on my manuscripts from my faculty mentor and others within the School.

Deliver semi-monthly reports to my faculty mentor on my research progress.

Ask research assistants to look over manuscripts to better refine my writing, prose, and the conclusions I present within the document.

Ask for feedback on nearly-completed manuscripts from top scholars in the field.

Publishing

Publish at least three scholarly articles (or their equivalent) each year for the next five years (and then reassess at that juncture).

Expand the journals I regularly publish to include not just the top publications in my field but also the broader spectrum of communication journals.

Read and notate the School of Communication's research expectations, as outlined in the rank and status document.

Compile a list of leading journals in my field and consult it before I submit works for publishing.

Method of Evaluating Success

Take time each Friday to review my productivity for the week and recalibrate or recommit if necessary.

In monthly meetings with my mentor, discuss my productivity, strategies and goals. I anticipate that these meetings will help keep me on target for CFS publication expectancies.

When the opportunity permits, keep my director and dean informed of my progress and solicit advice when needed.