

# Faculty Development Seminar Packet

June 2016

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## Faculty Development Plan—June 2016

Name

Assistant Professor

School of Communications

Brigham Young University

### PERSONAL STATEMENT

My job at BYU is the culmination of years of professional preparation. I have spent many hours learning how my field of inquiry aligns with the doctrines of the restored Gospel and I am electrified by the opportunity to share those points of convergence in my teaching, scholarship, and citizenship. I am humbled by President Worthen's frequent reminder that the mission of BYU is to not only teach the students in the secular sense but also to "assist [them] in their quest for perfection and eternal life." I hereby commit to doing my best to fulfill this directive in my pedagogy and strive to make all aspects of my work align with the aims of a BYU education. Likewise, I will strive to produce meaningful research as well as serve my colleagues in the School of Communications, the College of Fine Arts and Communications, and the discipline in a way befitting my position at BYU.

### TEACHING

#### STRENGTHS

- I score highly in student evaluations for my ability to demonstrate respect for my students
- I score highly in student evaluations for helping students achieve the Aims of a BYU education, especially the "spiritually strengthening" component
- My students frequently state in their evaluations that my teaching helps equip them with new ideas and perspectives about media, which I interpret to mean that my teaching helps them with their critical thinking skills
- My classes have mean GPAs that are lower than the means for the School and for the College, which I interpret to mean that my rubrics are clear, my assessment of my students is stringent, and my standard for grading is rigorous
- My students generally appreciate how I integrate gospel insights into our secular topics of discussion
- My students notice that I genuinely care for them, and I attempt to show that care, in part, by responding quickly to emails, being available for office hours, and memorizing their names

#### AREAS FOR GROWTH

- I work hard to have good discussions in class, though sometimes I let discussions go off track or call too frequently on the same people at the expense of the more reticent participants
- When teaching graduate classes, I often talk too much to explain difficult concepts rather than assessing the students' understandings of the concept first
- In my last two evaluations, I scored below the School mean on "character building" and "leading to lifelong learning and service" in the "strongly enhanced" category

#### TEACHING GOALS

##### Short-term Objectives

- Work with Mike Johnson from the CTL to help me develop a purposeful course
- Read Barbara Gross Davis's *Tools for Teaching*
- Use the SCOT resource provided by the CTL
- Better facilitate discussions in my large undergraduate classes by inviting students to meet in small groups more often before they are solicited for responses

- Better assess my graduate students' understanding of the material by asking them more questions and allowing them to teach me the content
- Consistently use the mid-course evaluation service, either from the CTL, or administered in the classroom personally for all undergraduate and graduate courses
- Demonstrate my care for my students by smiling every class

#### Long-term Objectives

- Score at (or above) the mean of the rest of the School of Communications on my composite student rating for every teaching evaluation
- Before every semester, create a game plan based on the most recent evaluations
- Consistently help my students know that I care for them by passing around a sign up sheet to have them meet with me to discuss projects and any concerns
- Consistently help my students feel encouraged by telling them I want them to succeed each time I introduce a new assignment in class
- Pray everyday that I will receive divine help with my teaching and that my students will know of my concern and love for them

#### RESOURCES NEEDED

- Purchase an Apple TV with course development grant from the Faculty Seminar to allow me to beam Keynote presentations onto the screen from my iPad. This will allow for greater mobility through the classroom and better interaction with the students.
- Purchase additional iCloud storage through Apple to store my Keynote class presentations to access directly from my iPhone or iPad

#### ACTIVITIES AND ACCOMPLISHMENTS

- In Spring term 2016, I guest taught one of my mentor's classes and later solicited his feedback
- During early 2016, I worked with the Graduate School Committee to revise the graduate curriculum and I put together a tentative syllabus for a new graduate class called Computer Mediated Communication
- In April 2016, I initiated a meeting with Jacob Harmon, BYU's Apple campus representative, to discuss ways to integrate Apple technology into the classroom
- In February 2016, I attended a panel at the WSCA convention in San Diego about inspiring students to create innovative digital projects in and out of the classroom
- During 2015 and 2016, I attended BYU's faculty seminar workshops, each of which addressed aspects of teaching at BYU
- In November 2015, I attended a workshop at the NCA convention in Las Vegas that addressed strategies for teaching a class in communication theory
- During Fall 2015, I used the BYU Graduate School manual as a resource to help me carefully craft the Learning Outcomes for my Special Topics graduate class
- During summer 2015, I initiated a meeting with Mike Johnson, the College's consultant from the CTL, to discuss how to design a graduate class and create effective course learning outcomes. I continued to work with him in June 2016 to create my course development project.
- I developed a custom book on how to look at media through an LDS perspective called *A Powerful Influence* and I teach from it in various classes

## SCHOLARSHIP

### STRENGTHS

- My research carves out an exciting space for scholarly inquiry in a nascent and valuable field
- The findings of my research on social media lends itself well to my pedagogy and helps establish a commonplace between me and my students in the classroom
- My record of publishing articles as a sole author demonstrates my ability to independently instigate research
- My cache of unpublished manuscripts offers immediate possibilities for submissions to journals
- My knack for discovering timely topics to investigate makes my scholarship appealing to journal editors and reviewers
- My expertise in persuasive communication positions me well for structuring, articulating, and supporting my arguments in my scholarship
- My scholarship is inspired by a frequent topic of my research, in which I consider my scholarship a type of remix that aims to integrate elements of novelty and surprise into my findings
- My deliberate approach to scholarship is enriched by the teachings of the classical pedagogue Isocrates, who advised finding intellectual role models to emulate. Likewise, I use the structure from influential scholars' articles as inspiration for my own scholarship
- Like a remix artist who samples the best and most iconic musical artists, my scholarship cites seminal scholars and samples their ideas as the impetus for my own insights

### AREAS FOR GROWTH

- I get distracted easily by responding to frequent emails and consuming social media content
- I need to familiarize myself with best practices on how to be more prolific as a scholar
- I have an abundance of conference presentations, but—so far—a dearth of peer-reviewed journal article publications
- I am still somewhat unclear about expectations for publications in the School of Communications
- The prose in my manuscripts often lacks clarity
- I am unclear about which journals would be the best outlets for my scholarship
- My research tends to focus more on the philosophical and theoretical dimensions of media, which usually contributes to a longer review and revision process for journal manuscripts

### SCHOLARSHIP GOALS

#### Short-term and Long-term Objectives

- Follow a research project timeline (see Table 1 on page five of this document)
- Familiarize myself with the research expectations in the School of Communication's rank and status document
- Download and use Self Control, an app that blocks social media access and other distracting websites for a requested amount of time
- Read Tara Gray's *Publish and Flourish*
- Read Paul Silvia's *How to Write a Lot*
- Compile the journal impact factors and rejection rates for the journals most compatible with my research
- Polish my completed manuscripts and submit them to journals
- Use the Faculty Editing service frequently
  - Plan on using it on my book chapter and *Quarterly Journal of Speech* manuscript
- Have a consistent writing time block of at least one half hour set aside for every week day

- Plan on consistently having at least two manuscripts out under review at all times
- Publish at least one first author or sole author manuscript every year
- Submit at least one manuscript to a top tier journal every year
- Conduct more empirical research with my research assistants that can be quickly completed and submitted
- Cultivate a network of colleagues who can read and offer honest, critical feedback on my research
  - Some potential colleagues might be Clark Callahan (BYU), Samuel Jay (Metropolitan State University of Denver), Aaron Hess (Arizona State University), Damien Pfister (University of Maryland), Chema Salinas (ASU), Joshua Ewalt (University of Utah)
- Write queries to editors to ask if my manuscript would be a good fit in that journal
- Collaborate with at least one colleague in the School of Communication every semester on a research project
- Pray consistently for guidance regarding what I should research and use a notebook to write down my personalized inspirations
- Develop my dissertation into a book if I am awarded Continuing Faculty Status

#### RESOURCES NEEDED

- Use travel funds from the School of Communications to present my research at conferences
- Apply for travel funds through the College of Fine Art and Communications to supplement my funding from the School of Communications for pricier conferences and research opportunities
- Apply for funding from the School and/or College to support international research

#### ACTIVITIES AND ACCOMPLISHMENTS

- In mid-2016, the book *Ancient Rhetoric + Digital Networks* will be published, showcasing a book chapter that I authored
  - Given the company of the editors and other authors, the book will be influential in the subfield of rhetoric and digital media
- In June 2016, I submitted two articles for peer review to different journals
- In early 2016, I sought and received feedback on some of my research from Brent Yergensen (Dixie State University), Samuel Jay (Metropolitan State University of Denver) and Lottie Peterson (research assistant at BYU)
- In early 2016, I received funding to attend the Media Ecology Association's annual convention in Bologna Italy in June 2016, where I will present a paper and volunteer to be on leadership committees
- In Fall 2015, I invited Dennis Packard from the Philosophy department out to lunch to discuss his expertise on questions I am exploring in my research
- In Fall 2015, I discussed the concept of the sublime with Elliot Wise from the Art department so as to strengthen my understanding of this crucial concept for my research

Table 1. Research Project Timeline.

Research Project	Spring 2016	Summer 2016	Fall 2016	Winter 2017	Spring 2017
1. Feeling Pain from Popular Music [Sole author]	Submitted to <i>The Communication Review</i>				
2. POW Coping Strategies	Submitted to <i>Ohio Communication Journal</i>				
2. Prosopopoeia and Remix Book Chapter [Sole author]	Submit 3rd draft to editors addressing requested revisions			<i>Ancient Rhetorics + Digital Networks</i> book is published	
3. Social Media and Snapchat [Lead author]	Submit full paper to MEA conference	Incorporate revisions from conference	Submit to <i>Explorations in Media Ecology</i>		
4. Glitch Media [Sole author]	Submit to <i>Critical Studies in Media Communication</i> journal				
5. YouTube Politics 2016 [Lead author]	Data collection	Write intro, lit. review, and discussion sections	Complete first draft. Submit to WSCA conference in SLC		
6. The Cinematic Sublime and LDS Media Content [Sole author]	Submit to Mormon Media Symposium				
7. Snapchat and BYU Subculture [Second author with grad student]	Prepare manuscript		Submit to either WSCA or PCA/ACA conf.		
8. Donald Trump as Found Art [Second author with grad student]	Prepare manuscript		Submit to either WSCA or PCA/ACA conf.		
9. Popular Music Culture [Sole author]				Submit to <i>Journal of American Culture</i>	
10. DJ Girl Talk and Kenneth Burke [Sole author]	Send off manuscript to BYU editing/revising service		Submit to <i>Quarterly Journal of Speech</i>		
11. The Beatles and Happiness is a Warm Gun [Sole author]			Prepare manuscript	Submit to <i>Journal of Popular Music Studies</i>	
12. Kierkegaard, Prosody, and the Music of Speech [Sole author]			Prepare manuscript	Submit to <i>Organised Sound</i> journal	
13. The Walking Dead [second author]				Prepare manuscript	Submit to journal
14. Fear the Walking Dead [second author]				Prepare manuscript	Submit to journal
15. The Bachelor [Lead author]			Data collection	Lit review	Prepare manuscript
16. Brandon Flowers and LDS musicians [Second author]				Prepare manuscript	Submit to journal

## CITIZENSHIP

### STRENGTHS

- I am a strong supporter and defender of the LDS church
- I subscribe to the mission of BYU and support the aims of a BYU education
- I try to create opportunities to talk about the research of Communications faculty colleagues, as well as faculty in other parts of campus
- I listen closely and quietly analyze the topic of discussion before I contribute my own insights in college and departmental meetings
- When I have the opportunity to interact with other Communications faculty, I try to listen and offer solicited feedback more than talk about myself

### AREAS FOR GROWTH

- I am typically introverted and do not initiate social interaction or networking opportunities as often as I would like
- Besides being a reviewer or chair, I have never served in a leadership capacity at a national organization

### CITIZENSHIP GOALS

#### Short-term Objectives

- By the end of 2017, become a member of a committee for a regional/national/international organization
- By June of 2017, have my collaborations with graduate students Mo Elinzano and/or Daniel Montez transformed into manuscripts worthy of submission to major journals
- Collaborate on research with a faculty member from another department on campus (likely candidates: Dennis Packard from Philosophy, Christopher Lynn from Art, Elliott Wise from Art, Eric Bybee from Education)
- Accept requests to be a committee chair for two graduate students a year, including requests to be a member of a thesis committee for five other graduate students

#### Long-term Objectives

- Strive to attend every College and School meeting that I can, including colloquia, ceremonies, and research presentations
- Have one manuscript written with an student as a co-author under review for a conference or a publication every year
- Assertively remind undergraduate students about ORCA funding every year so as to enable mentoring opportunities
- Consistently read and follow Director Ed Carter's feedback after every annual stewardship interview
- Frequently consult with senior faculty members in the School of Communications about their research and ask how I can help
- Work on developing online classes for students in the School of Communications
- Work on developing international travel opportunities, coupled with the previous point, to help fulfill Director Ed Carter's vision for the new Media Studies curriculum

## RESOURCES NEEDED

- School funding to attend conferences and ensure that I can volunteer/be elected to help as a planner for interest groups of international/national/regional conferences
- A MEG grant to do research projects with students
- An ORCA grant to enable mentored research for my undergraduate students

## ACTIVITIES AND ACCOMPLISHMENTS

- I serve on the School's Graduate School committee and on the College's Student Funding committee
- In April 2016, I volunteered to help graduate student Erica Rivera interpret the data she collected for her thesis, despite the fact that I was not on her thesis committee
- I am serving on the committees of Mo Elinzano, Lottie Peterson, Sara Lamb, Melissa Seipel, and Erica (last name?)
- I successfully directed Jessica Charters in an independent readings course, as well as Asael Lopez in a mentored research course
- I am a judge every year at Utah Valley University's Marie Clegg Jones Speech and Debate competition

## Course Development Project—June 2016

Name

Assistant Professor

School of Communications

Brigham Young University

### COURSE

Communications 610: Communications Theory (Fall 2016 Semester)

### COURSE PURPOSE

Students will gain an understanding of how mass communications theory can help them, as burgeoning media scholars and practitioners, critically make informed interpretations of the mediated world around them.

### LEARNING OUTCOMES AND ASSESSMENTS

Course Learning Outcome	Graduate Program Outcome Met	Assessment/Activity
<p><b>Students will develop critical thinking skills about the communications industry by learning a broad spectrum of communication theories.</b></p>	<ul style="list-style-type: none"> <li>• <i>Understanding the Role of Media in Society</i></li> <li>• <i>Developing Scholar-Disciples</i></li> <li>• <i>Intellectually Enlarging</i></li> <li>• <i>Spiritually Strengthening</i></li> <li>• <i>Character Building</i></li> <li>• <i>Leading to Lifelong Learning and Service</i></li> </ul>	<p><b>ACTIVITY: IN-CLASS DISCUSSION AND LITERATURE REVIEW EVALS</b></p> <p>Students will synthesize their knowledge of various theories they learn from their textbook readings by having two in-class activities where they put the theories in conversation with each other and debate which ones are least useful or most outdated given current issues related to digital media.</p> <p>They will also critically evaluate their peers' early drafts of literature reviews in class.</p>
<p><b>Students will analyze the main frameworks of media theory, including structural, behavioral, and cultural traditions of analysis.</b></p>	<ul style="list-style-type: none"> <li>• <i>Understanding the Role of Media in Society</i></li> <li>• <i>Intellectually Enlarging</i></li> </ul>	<p><b>ASSESSMENTS: CLASS PARTICIPATION/ATTENDANCE AND THEORY PRESENTATION</b></p> <p>Students will evaluate the frameworks of each theory in class discussions. Additionally, they will demonstrate their expertise in one media theory by presenting that theory to the class.</p>
<p><b>Students will better understand their culture by applying relevant theories about media organizations, media content, audiences or publics, and media effects</b></p>	<ul style="list-style-type: none"> <li>• <i>Understanding the Role of Media in Society</i></li> <li>• <i>Developing Scholar-Disciples</i></li> <li>• <i>Communicating Effectively</i></li> <li>• <i>Spiritually Strengthening</i></li> <li>• <i>Character Building</i></li> </ul>	<p><b>ASSESSMENT: EXAM</b></p> <p>Students will be required to make a practical application of a theory in their exam essays. Before taking the exam, we'll have low risk in-class exercises where they will apply different theories to hypothetical situations.</p>

<p><b>Students will create scholarship by identifying an interesting theoretical area as a basis for their thesis or project and write a literature review on that topic</b></p>	<ul style="list-style-type: none"> <li>• <i>Developing Scholar-Disciples</i></li> <li>• <i>Conducting Scientific Research</i></li> <li>• <i>Communicating Effectively</i></li> <li>• <i>Intellectually Enlarging</i></li> </ul>	<p><b>ASSESSMENTS: THEORY PRESENTATION AND LITERATURE REVIEW</b>  Students will pick a theory early on for their presentation that they think might be a good grounding for their thesis. They will also write their Literature Review assignments on that theory or another that might be useful for their theses.</p>
<p><b>Students will become critical media consumers grounded in an appreciation of media research</b></p>	<ul style="list-style-type: none"> <li>• <i>Conducting Scientific Research</i></li> <li>• <i>Understanding the Role of Media in Society</i></li> </ul>	<p><b>ASSESSMENT: ABSTRACTS</b>  Students will demonstrate their appreciation for critical media research by writing up abstracts of historical research in the field by seminal theorists. These readings will be found in the JDP textbook.</p>
<p><b>Students will become equipped for future graduate coursework and professional careers by learning and exhibiting standards of professionalism</b></p>	<ul style="list-style-type: none"> <li>• <i>Developing Scholar-Disciples</i></li> <li>• <i>Conducting Scientific Research</i></li> <li>• <i>Character Building</i></li> <li>• <i>Leading to Lifelong Learning and Service</i></li> </ul>	<p><b>ASSESSMENT: ALL ASSIGNMENTS</b>  The rubrics of each of the seminar assignments, as well as the instructor’s expectations, are based on standards of professionalism, as outlined in the course syllabus</p>

**CULMINATING ASSESSMENT(S)**

Students will take an exam in which they will be given hypothetical scenarios and asked which communications theory would offer the most utility for interpreting that scenario. Then they will be asked to justify their decision, giving evidence of why it would work best, likely by citing scholars’ articles that used that theory to guide their research. Students will also be asked to situate the theory in its historical setting and/or the social controversy from which it emerged to demonstrate their knowledge of how cultural exigencies often provide the impetus for a new mass communications theory. They will provide this element by tying the theory to readings from the supplemental textbook on mass communications theory and social thought.

The other culminating assessment will be the Literature Review. Students will write a ten page academic paper in which they address one of the theories they learned about in the seminar. They will include information in their Literature Review that they discovered as they conducted research through academic databases, and then they will cite those articles in correct APA style on the references page. They will learn the skills of professionalism and synthesis. They will be required to not only report on what they find, they will look for common themes among the literature and report on them. Finally, as an additional benefit to the students, this review will be something they can draw from for their master’s theses.

**Course Development Project Grant Proposal—June 2016**

Name

Assistant Professor

School of Communications

Brigham Young University

**COURSES**

**Communications 101: Mass Communications and Society**

**Communications 610: Communications Theory**

**STATEMENT OF NEED**

It is important for me to use new technologies in the classroom because my classes primarily address new communication technologies. Every semester, I teach a large introductory class of 100 students. Because I use PowerPoint or Keynote slides for each class, and my lecturing computer does not have an optical remote sensor, I am restricted in my movement around the classroom. I also teach a graduate class every semester. The screen in the graduate classroom in the Brimhall building has consistent issues with showing content. There were many times last semester when students (or me) could not show slides or video clips on the screen because the limited technology restricted them from doing so.

**PROPOSAL**

I would like to use my course development grant to purchase an Apple TV. With this technology in the classroom, I can beam my Keynote slides and online audio/visual content directly from my iPhone or iPad to the projector screen. This will free me up to be mobile in the large classroom, which can help facilitate discussion and create a more favorable student impression of the instructor. Bringing an Apple TV into the classroom will also allow anyone in my graduate classroom to beam content from off of their tablets and smart phones onto the screen.

Additionally, there are a few books on teaching strategies and educational philosophy that I believe will contain information that will make me a better teacher. I have included those books in the itemized list below as well.

**COSTS**

Apple TV (4th generation) + Siri remote: \$149, +Apple HDMI to HDMI connector: \$19, +Tax: \$11.34 = Apple TV Cost: \$179.34

*Democracy and Education* by John Dewey, \$6.95 (ISBN: 9781449983673) + *The Vocation of a Teacher* by Wayne Booth, \$26.00 (ISBN: 9780226065823) + *How Learning Works* by Susan Ambrose et. al, \$32.48 (ISBN: 9780470484104) + *Flow* by Mihaly Csikszentmihalyi, \$12.19 (ISBN: 9780061339202) + *Student Engagement Techniques* by Elizabeth Barkley, \$31.11 (ISBN: 9780470281918) = Teaching Books Cost: \$108.73

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**TOTAL COST: \$288.07**

## Scholarship Strategies Project—June

2016 Name

Assistant Professor

School of Communications

Brigham Young University

### PURPOSE

To cultivate more structure, discipline, and focus in my scholarly work (adapted from FDS sheet)

### SUMMARY

My research addresses timely topics in compelling ways. My research also provides a commonplace in the classroom between my students and me that is foundational to my discussion-based pedagogy. However, my research is often slow to be published because it lacks a clear fit in many media studies journals. Furthermore, my productivity is sometimes hampered by frequent emails and social media detours. The goals listed below will help me in my quest to focus my research agenda, enhance my productivity, and publish my research in the best journals.

### SCHOLARSHIP GOALS

I will broaden my research agenda to include my scholarship in the field of media studies. My single-authored research on social media will come from a broad spectrum of humanities-inspired methods, including philosophy, rhetoric, aesthetics, and cultural studies. I also intend to collaborate with faculty colleagues and graduate students on empirical mass communications research projects to facilitate a quicker turnaround. By February 2017, I will submit two single-authored manuscripts to journals using humanities-type methods of analysis and two collaborative manuscripts to journals using more empirical methods of analysis. At least two of those journals will be associated with national or international organizations in the Communication discipline. The following strategies will help me achieve these short-term goals and facilitate my long-term scholarship goals.

### SCHOLARSHIP STRATEGIES

#### Gathering Ideas

- Use the assigned topics in my classes to inspire the topics of my research
- Ask my students which new social media platforms they value most
- Use Apple's Notes app and the Evernote app to record my research ideas
- Begin examining scholarship in the field of international media studies and compiling a list of potential topics
- Explore issues related to Latin American culture and media
- Become more familiar with scholarship from Media Ecology scholars Susanne Langer, Jacques Ellul, and Lewis Mumford, as well as Enlightenment-era philosopher Ramon Llull

#### Research & Data Analysis

- Conduct two studies with colleagues using empirical research methods
- Review my notes from Professor John Creswell's class on qualitative research methods so that I may conduct more effective qualitative research
- Ensure that I am using my research assistants from the School of Communications for their allotted hours
- Discover another database on HBLL's research website that I have not explored before (as of right now, I use Communication and Mass Media database almost exclusively)
- Seek out the guidelines for applying for a Mentoring Environments Grant

- Begin making and collecting outlines for influential books and articles that can provide me with easily accessible information for my research

### **Writing**

- Send two manuscripts to the Faculty Editing Service
- Block out at least one half hour a day exclusively for academic writing
- Work at least once a week in my research office in the HBLL
- Revise my manuscripts to include topic sentences as claims
- Avoid researching during my writing time. Instead, reserve it for stream of consciousness writing, outlining, and revising.

### **Feedback**

- Report on my research in the classroom
- In my graduate seminars, ask my students to evaluate my arguments
- In my undergraduate classes, share my research to illustrate to my students how communication functions as a field of inquiry
- Send basic ideas for research to close academic colleagues
- Send nearly-completed academic manuscripts to influential scholars in the field

### **Publishing**

- Submit at least five of my conference papers to journals by February 2017
- Read and notate the School of Communication's research expectations, as articulated in the School rank and status document
- Read "The Iowa Guide: Scholarly Journals in Mass Communications and Related Fields" pamphlet provided to me by my mentor and compile the best journals for my research
- Read the list of Communications journals on the American Rhetoric website and compile the best journals for my research
- Look for calls for manuscripts for special issues of journals on journal websites and in academic listservs
- Send out at least one editor query

### **Other**

- By February 2017, I will have read two books on research productivity and implemented the strategies for being a more prolific scholar found therein.

### **METHOD OF EVALUATING SUCCESS**

I will print and tape this document to my office wall so that I may review it frequently. When I have completed the measurable objectives, I will cross them off the list. I will discuss the remaining strategies, intended more to inform my overall focus regarding my scholarly work, with my mentor and report my progress to him.

## Citizenship Project—June 2016

Name  
Assistant Professor  
School of Communications  
Brigham Young University

### PURPOSE

To create a document that will assist me in my conscientious efforts to be collegial and enhance my relationships with faculty colleagues at BYU and throughout the discipline

### SUMMARY

Though I am introverted by nature, I will strive to initiate collaborations with students, teachers, and scholars in the School of Communications, in the College of Fine Arts and Communications, at Brigham Young University, and in the Communication discipline.

### CITIZENSHIP GOALS

AREA	GOAL
Teaching	<ul style="list-style-type: none"><li>Organize a monthly departmental lunch with junior faculty colleagues to solicit teaching ideas</li><li>Invite one of my colleagues to observe my teaching at a class that he/she has also taught. Invite that faculty member to give me feedback on my teaching.</li></ul>
Scholarship	<ul style="list-style-type: none"><li>Discuss ideas with departmental colleagues. Invite three senior faculty members to collaborate on research.</li><li>Offer to read and offer feedback on specific sections of other faculty members' "Discussion" and/or "Literature Review" sections. Invite him/her to read mine.</li></ul>
Mentoring	<ul style="list-style-type: none"><li>Strive to promote mentoring opportunities with students, including encouraging them to apply for ORCA grants</li><li>Invite at least one student from each undergraduate and graduate class I teach to submit his or her term paper to an academic conference</li><li>Encourage graduate student Mo Elinzano to submit her seminar paper from my class to the 2017 WSCA conference</li></ul>
Collegiality	<ul style="list-style-type: none"><li>Attend all School, College, and committee meetings</li><li>Invite other faculty colleagues to go to lunch periodically</li><li>Accept all requests to be on graduate student committees</li><li>Work out with my mentor at the gym at least twice a month</li></ul>
Service	<ul style="list-style-type: none"><li>Attend the Media Ecology Convention in June 2016 and network with the convention participants. Volunteer to be on a committee. Serve as a chair at the conference.</li><li>Attend the Mormon Media Symposium in November 2016. Present my research at a panel and offer feedback at other panels. Attend the keynote address by John Durham Peters and make sure to network with him.</li></ul>

# Communications 610: Communications Theory

Nature and Content of Contemporary Mass Communication Theory

Fall Semester 2016

Thursday 1:00pm-3:30pm, 242 BRMB

Section 1

Instructor: Name, Ph.D.

Office: 305 BRMB

Office Hours: Thursday from 11-1 or by appointment

Phone: 801-422-0578

Email: Name@byu.edu (email is the best way to reach me)

## **Required Texts**

Stacks, D. W., & Salwen, M. B. (2010). *An integrated approach to communication theory and research* (2nd ed.). New York, NY: Routledge.

Peters, J. D., & Simonson, P. (Eds.). (2004). *Mass communication and American social thought: Key texts, 1919-1968*. Lanham, MD: Rowman & Littlefield.

*Publication Manual of the American Psychological Association*, (6th ed., 2nd printing). (2010). Washington, DC: American Psychological Association.

## **Course Purpose**

Students will gain an understanding of how mass communications theory can help them, as burgeoning media scholars and practitioners, critically make informed interpretations of the mediated world around them. In learning, analyzing, and evaluating the utility of individual theories from this seminar, students will be primed to become mass communications scholars and critical media consumers.

## **Course Description**

This seminar is a learning-centered survey course that will familiarize the student with an array of mass communications theories, rooted in historical exigencies, that will become foundational for conducting the student's future mass communications research. Both students and instructor will teach each other and learn together. The theories addressed in this seminar will also equip future media professionals with the grounding necessary to determine the best practices to use by applying these theories to situations that take place in the communications industry. Much of the seminar is structured so as to assist the student in preparing for his or her graduate thesis or project.

**Course Learning Outcomes, Program and University Outcomes, and Assessments**

<b>Course Learning Outcome</b>	<b>Graduate Program Outcome/BYU Aim Met</b>	<b>Assessment/Activity</b>
<b>Students will develop critical thinking skills about the communications industry by learning a broad spectrum of communication theories.</b>	<ul style="list-style-type: none"> <li>• <i>Understanding the Role of Media in Society</i></li> <li>• <i>Developing Scholar-Disciples</i></li> <li>• <i>Intellectually Enlarging</i></li> <li>• <i>Spiritually Strengthening</i></li> <li>• <i>Character Building</i></li> <li>• <i>Leading to Lifelong Learning and Service</i></li> </ul>	<ul style="list-style-type: none"> <li>• Class participation</li> <li>• Literature Review peer evaluations</li> </ul>
<b>Students will analyze the main frameworks of media theory, including structural, behavioral, and cultural traditions of analysis.</b>	<ul style="list-style-type: none"> <li>• <i>Understanding the Role of Media in Society</i></li> <li>• <i>Intellectually Enlarging</i></li> </ul>	<ul style="list-style-type: none"> <li>• Class participation/attendance</li> <li>• Theory presentation</li> </ul>
<b>Students will better understand their culture by applying relevant theories about media organizations, media content, audiences or publics, and media effects</b>	<ul style="list-style-type: none"> <li>• <i>Understanding the Role of Media in Society</i></li> <li>• <i>Developing Scholar-Disciples</i></li> <li>• <i>Communicating Effectively</i></li> <li>• <i>Spiritually Strengthening</i></li> <li>• <i>Character Building</i></li> </ul>	<ul style="list-style-type: none"> <li>• Exam</li> <li>• Literature Review</li> </ul>
<b>Students will create scholarship by identifying an interesting theoretical area as a basis for their thesis or project and write a literature review on that topic</b>	<ul style="list-style-type: none"> <li>• <i>Developing Scholar-Disciples</i></li> <li>• <i>Conducting Scientific Research</i></li> <li>• <i>Communicating Effectively</i></li> <li>• <i>Intellectually Enlarging</i></li> </ul>	<ul style="list-style-type: none"> <li>• Research Orientation</li> <li>• Theory Presentation</li> <li>• Literature Review</li> </ul>
<b>Students will become critical media consumers grounded in an appreciation of media research</b>	<ul style="list-style-type: none"> <li>• <i>Conducting Scientific Research</i></li> <li>• <i>Understanding the Role of Media in Society</i></li> <li>• <i>Intellectually Enlarging</i></li> <li>• <i>Spiritually Strengthening</i></li> <li>• <i>Character Building</i></li> <li>• <i>Leading to Lifelong Learning and Service</i></li> </ul>	<ul style="list-style-type: none"> <li>• Exam</li> <li>• Weekly Abstracts</li> </ul>
<b>Students will become equipped for professional careers and future graduate coursework by learning and exhibiting standards of professionalism</b>	<ul style="list-style-type: none"> <li>• <i>Developing Scholar-Disciples</i></li> <li>• <i>Conducting Scientific Research</i></li> <li>• <i>Character Building</i></li> <li>• <i>Leading to Lifelong Learning and Service</i></li> </ul>	<ul style="list-style-type: none"> <li>• All seminar assignments</li> <li>• Compliance with classroom procedures</li> </ul>

## **Course Policies**

### ***Classroom Procedures***

Stated briefly, class expectations are as follows:

- Attend every class
- Arrive on time
- Stay for the entire class period
- Read all of the assigned chapters, articles, and/or sections
- Participate in class discussion
- Turn in your assignments on time
- Do not use your smart phone in class, unless directed otherwise by the instructor
- If you use a laptop, only use it to write notes, unless directed otherwise by the instructor

### ***Professionalism***

Each Communications graduate student will be evaluated on his or her level of professionalism. Compliance with the following criteria all contribute to a student's professionalism:

#### **Plagiarism**

Any student 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 School's director and/or associate director for graduate studies. If the offense is sufficiently serious, the student may be removed from the program. A second violation of academic honesty, whether done concurrently or subsequently, will automatically result in dismissal from the program. To help ensure academic integrity, students will digitally submit all of their written work to Turnitin, an online text matching system that measures originality by comparing their writing with a number of other sources. Students should become familiar with what plagiarism entails. If its definition is unclear, please visit <https://registrar.byu.edu/catalog/20142015ucat/GeneralInfo/AcademicHonesty.php>. It should be noted that using one's own words from another assignment is also considered plagiarism.

#### **Style and Submission Guidelines**

Students should become accustomed to using Learning Suite in this class. Though not all graduate professors may place the same emphasis on the platform, it will be an integral part of this seminar. When submitting electronic papers, students should only submit .DOC or .DOCX files of their written assignments to Learning Suite. This is a practice that will be appreciated by your professors throughout your graduate program. Students are expected to master APA style on their written assignments. This preparation will be beneficial for students because they will be expected to use it on their thesis

#### **Participation**

My role as the instructor "is to guide, to provoke thinking and discussion, to prod, to listen, to follow students' leads, to clarify confusions, to critique, to grade, to structure, to mediate, to respect, to challenge, to offer choices, and to assess what is working and not working in the classroom" (Civikly-Powell, 1999, p. 62). Because you will be teaching some of the seminar

material to your peers and instructor, you will get the opportunity to take part in most of these wonderful responsibilities as well. Because of the nature of these responsibilities, please demonstrate respect to your instructor and your peers when they are teaching or discussing their thoughts on the content of the seminar.

The collective of the class will be stronger if the discussion is enriched by all of the students' voices. As such, you are expected to contribute to every class discussion. To assess your understanding of the assigned material and your willingness to develop your own critical voice via class discussions, your participation and attendance will be graded.

#### Attendance

Two objectives of graduate school are to help you become scholars and professionals. Therefore, the expectation is that you attend every time the seminar convenes. Because class only meets one time a week, an absence from even one class will result in missed material and opportunity for discussion. If you are absent more than one time during the semester, or are absent for your scheduled presentation, your grade will be negatively impacted. Please inform me beforehand if an emergency will prevent you from attending class or turning in an assignment on its due date.

#### Late Work

Typically, late work will be penalized 10% for each 24 hours it is late after the deadline.

### **Course Assignments**

#### ***Research Orientation (5 points toward participation grade)***

To become familiarized with how to conduct academic research, each student will attend one of two research orientation sessions in the library with Communications subject librarian Elizabeth Smart. The sessions will last about 45 minutes and will be offered at two times early in the semester: Thursday, September 1 at 11:00am and Friday, September 2 at 2:00pm. Meet her in 5452 HBLL unless she gives you an alternate location beforehand. The student will either receive full credit for attending or no credit for not attending.

#### ***Weekly Abstracts (10 points each, 100 points total)***

Each student will write ten 2-page abstracts (single-spaced) that review academic journal articles. One page will summarize a journal article associated with the theory. The other will address the historical emergence of the theory by reviewing one of the associated chapters from the JDP textbook (you can find which JDP chapters are associated with each theory in the schedule). Each abstract must conform to APA style guidelines; for every APA style infraction, the abstract will be penalized one point. All ten abstracts must be submitted by Thanksgiving break. A student can turn in up to two abstracts per class until he or she has reached ten.

#### ***Theory Presentation (50 points)***

Each student will lead a discussion on a given theory or domain related to mass communication. You will research the theory, its framers, evolution (citations of or additions to the theory over the years), relevance to mass communication, and anything else that would offer insight to your fellow students. You might find the JDP textbook helpful in your preparation. On your assigned

day, you will present the theory to the class for around 45 minutes, after which we will all discuss it. Please provide a handout for the instructor and students.

***Literature Review (100 points)***

You will be asked to determine an area of communication and write a 10-page review of that area. Sample areas could include the history of mass communications theory, media effects, minorities and communications, international or intercultural, social media, public relations theory and so forth. Your review must include both a description of the area and its related scholarship. The overall goals of this assignment are to 1) allow you to delve deeper into your own interests and 2) produce material to aid in your thesis. You will also bring a hard copy of your Literature Review first draft to class for peer evaluations two weeks before the deadline.

***Exam (100 points)***

This assignment will be a timed culminating exam covering the theories. We will negotiate the format of this test as a class, though it will certainly include some essay questions.

***Attendance and Participation (50 points)***

A seminar format calls for you to question, engage, discuss, and respond. If you do not contribute actively to class discussions, you will not receive the full participation grade. Regarding attendance, you are allowed one absence without penalty, but any more beyond that will affect your grade.

**Grade Breakdown**

ASSIGNMENT	POINT TOTAL
Weekly Abstracts (10 @ 10 pts. Each)	100
Theory Presentation	50
Final Paper/Literature Review	100
Exam	100
Attendance and Participation	50
<b>TOTAL POINTS</b>	<b>400</b>

**Final Grade Based on Following Scale**

POINT TOTAL	GRADE
372-400	A
360-371	A-
348-359	B+
332-347	B
320-331	B-
308-319	C+
292-307	C
280-291	C-
268-279	D+
252-267	D
240-251	D-
Below 209	E

## **Seminar Schedule (subject to change)**

Readings key: S&S Ch. 1=Stacks & Salwen, JDP=Peters & Simonson

MEETING	TOPIC/ACTIVITY	READINGS	ASSIGNMENTS DUE
Sept.	1	Introductions/ Syllabus	Attend Research Orientation on 9/1 at 11am or 9/2 at 2pm
	8	What is a theory? What is the role of theory?	Tell Dr. Church your theory
	15	Qualitative Research Quantitative Research <i>Theory Presentation #1</i>	
	22	Mass media theory and research Gatekeeping <i>Theory Presentation #2</i>	
	29	Agenda-setting Cultivation <i>Theory Presentation #3</i>	
Oct.	6	Uses and Gratifications Spiral of Silence <i>Theory Presentation #4</i>	
	13	Violence and sex in the media Art and mass culture <i>Theory Presentation #5</i>	
	20	Rhetorical theory Persuasion <i>Theory Presentation #6</i>	
	27	International communication Intercultural communication <i>Theory Presentation #7</i>	
Nov.	3	<b>NO CLASS (ACADEMIC CONFERENCE)</b>	
	10	Interpersonal communication Nonverbal communication Small group communication <i>Theory Presentation #8</i>	
	17	Diffusion of Innovations Credibility <i>Theory Presentation #9</i>	All ten abstracts should be submitted by 1pm today
	24	<b>NO CLASS (THANKSGIVING)</b>	
Dec.	1	Political communication Public Relations <i>Theory Presentation #10</i> <i>Literature Review Peer Workshop</i>	Bring a hard copy of your Literature Review draft to class by 1pm
	8	Health communication Communication ethics <i>Theory Presentation #11</i>	
	12	FINAL EXAM—242 BRMB 11:00am-2:00pm	
	15		Literature Review due at 1pm