

## ANTHR 490R: Designing Community-Based Interventions

### SCHEDULE 2020:

Note that lots of days throughout the semester are left open. That's because YOU will be directing your use of that time. We may add more stuff to the schedule as time goes on (like readings, things to watch, or guest speakers) as we coordinate with outside resources and as you bring up project issues to us that you'd like help with/like us to address in class.

<i>Day</i>	<i>What's Happening in Class</i>
Mon, Aug. 31	Introduction, Syllabus, Begin discussion of ethical development
Wed, Sept. 2	Continue discussion on ethical and sustainable development, begin discussion on project design <b>By this day you should have...</b> • read the syllabus; • watched TED talk by Ernesto Sirolli; • read Hobbes article; Field Guide to Human-Centered Design, pp. 9-21
Mon, Sept. 7	Labor Day (no class)
Wed, Sept. 9	Finish discussion on ethical development and project design. In-class introduction to the SFCC, South Franklin community, and UC Links resources. <b>By this day you should have...</b> • read Mulwa chapter; Horton chapter, • (OPTIONAL) watched Horton documentary  <i>1<sup>st</sup> REFLECTION PAPER due Friday, Sept. 11 (at 11:59 pm)</i>
<b><i>Fri, Sept. 11</i></b>	<b>SPECIAL CLASS VISIT TO THE SFCC (during regular class time, 4-4:50 pm). You can choose to attend in person or virtually via Zoom</b>
Mon, Sept. 14	Discussion on ethnographic methods part 1. Form groups and choose projects. Begin group planning. <b>By this day you should have...</b> • read Field Guide to Human-Centered Design, pp. 22-23; Emerson, chapter 1; Campbell Galman, chapter 2 (pp. 10-23) • finished LECTURE 1 - Ethnographic Methods part I  <i>***Community Participation Hours kick in this week. Report them with your reflection paper on Friday, Sept. 18.</i>
Wed, Sept. 16	Discussion on ethnographic methods part 2. Work in groups. <b>By this day you should have...</b> • read Emerson, chapter 2; Campbell Galman, chapter 6 (pp. 68-97) • finished LECTURE 2 - Ethnographic Methods part II  <i>2<sup>nd</sup> REFLECTION PAPER and 1<sup>st</sup> DATA ASSIGNMENTS due Friday, Sept. 18 (at 11:59 pm)</i>
Mon, Sept. 21	Discussion on data analysis, introduction to last year's DCBI research database, work in groups. <b>By this day you should have...</b> • read Emerson, chapter 3 • finished LECTURE 3 - Data Analysis

<i>Day</i>	<i>What's Happening in Class</i>
Wed, Sept. 23	<p>Discussion on design thinking, work in groups</p> <p><b>By this day you should have...</b></p> <ul style="list-style-type: none"> <li>• read <b>Bootcamp Bootleg -- The Design Process through page 5 (pdf pp. 1-8); Field Guide to Human-Centered Design, p. 25</b></li> <li>• finished <b>DCBI research assignment</b></li> <li>• finished <b>LECTURE 4 - Design Thinking part I</b></li> </ul> <p><i>3<sup>rd</sup> REFLECTION PAPER and 2<sup>nd</sup> DATA ASSIGNMENTS due Friday, Sept. 25 (at 11:59 pm)</i></p>
Mon, Sept. 28	<p>Continue discussion on design thinking</p> <p><b>By this day you should have...</b></p> <ul style="list-style-type: none"> <li>• read <b>Bootcamp Bootleg -- Methods pp. 6-20 (pdf pp. 9-23)</b></li> <li>• finished <b>LECTURE 5 - Design Thinking part II</b></li> </ul>
Wed, Sept. 30	<p>Finish discussion on design thinking</p> <p><b>By this day you should have...</b></p> <ul style="list-style-type: none"> <li>• read <b>Bootcamp Bootleg -- Methods pp. 21-44 (pdf pp. 24-47)</b></li> <li>• finished <b>LECTURE 6 - Design Thinking part III</b></li> </ul> <p><i>4<sup>th</sup> REFLECTION PAPER and 3<sup>rd</sup> DATA ASSIGNMENTS due Friday, Oct. 2 (at 11:59 pm)</i></p>
Mon, Oct. 5	
Wed, Oct 7	<p><b><i>First Group Presentations in class</i></b></p> <p><i>5<sup>th</sup> REFLECTION PAPER and 4<sup>th</sup> DATA ASSIGNMENTS due Friday, Oct. 9 (at 11:59 pm)</i></p>
Mon, Oct. 12	<p>Discussion on theories, methods, and library research.</p> <p><b>GUEST LECTURE:</b> Subject Librarian(s)</p>
Wed, Oct. 14	<p><b>By this day you should have...</b></p> <ul style="list-style-type: none"> <li>• <b>completed Library Research Assignment</b></li> </ul> <p><i>6<sup>th</sup> REFLECTION PAPER and 5<sup>th</sup> DATA ASSIGNMENTS due Friday, Oct. 16 (at 11:59 pm)</i></p>
Mon, Oct. 19	
Wed, Oct. 21	<i>7<sup>th</sup> REFLECTION PAPER and 6<sup>th</sup> DATA ASSIGNMENTS due Friday, Oct. 23 (at 11:59 pm)</i>
Mon, Oct. 26	<b>GUEST LECTURE:</b> Erin Osborn, social justice and awareness
Wed, Oct. 28	<i>8<sup>th</sup> REFLECTION PAPER and 7<sup>th</sup> DATA ASSIGNMENTS due Friday, Oct. 30 (at 11:59 pm)</i>
Mon, Nov. 2	<b>MID-TERM GROUP WRITE-UP DUE by 11:59 pm</b>
Wed, Nov. 4	<i>9<sup>th</sup> REFLECTION PAPER and 8<sup>th</sup> DATA ASSIGNMENTS due Friday, Nov. 6 (at 11:59 pm)</i>
Mon, Nov. 9	
Wed, Nov. 11	<p><b><i>Second Group Presentations in Class</i></b></p> <p><i>10<sup>th</sup> REFLECTION PAPER and 9<sup>th</sup> DATA ASSIGNMENTS due Friday, Nov. 13 (at 11:59 pm)</i></p>
Mon, Nov. 16	

<i>Day</i>	<i>What's Happening in Class</i>
Wed, Nov. 18	<i>11<sup>th</sup> REFLECTION PAPER and 10<sup>th</sup> DATA ASSIGNMENTS due Friday, Nov. 20 (at 11:59 pm)</i>
Mon, Nov. 23	
Wed, Nov. 25	<b>NO CLASS -- Happy Thanksgiving!</b> <i>Community participation hours and data collection not required this week.</i>  <i>(NO REFLECTION PAPER or DATA ASSIGNMENTS due this week.)</i>
Mon, Nov. 30	<b><i>All classes go online.</i></b>
Wed, Dec. 2	<i>12<sup>th</sup> REFLECTION PAPER and 11<sup>th</sup> DATA ASSIGNMENTS due Friday, Dec. 4 (at 11:59 pm)</i>
Mon, Dec. 7	
Wed, Dec. 9	<b>FINAL PRESENTATION to SFCC leadership, 4-4:50 pm (virtually)</b>  <i>13<sup>th</sup> (last) REFLECTION PAPER and 12<sup>th</sup> (last) DATA ASSIGNMENTS due Friday, Dec. 11 (at 11:59 pm)</i>
<b><i>Wed, Dec. 16</i></b>	<b>FINAL GROUP WRITE-UP due (at 11:59 pm).</b>

## *Welcome to* **Designing Community-Based Interventions!**

### *About the course:*

Course Number: ANTHR 490R (003)  
Semester: Fall 2019  
Time: MW 4-4:50 (F 4-4:50 optional)  
Classroom: Library Experiential Space (4722 LIB)

### *Instructor:*

Katie Watkins  
katilu122@gmail.com  
(801) 830-5460  
Office: 4026-L JKB

(In-person and virtual office hours are by appointment).

### *Required Text:*

*Shane the Lone Ethnographer, 2<sup>nd</sup> Edition*  
Author: Sally Campbell Galman  
ISBN: 9781442261419

### *Subject Librarians:*

Connie Lamb	Quinn Galbraith
Anthropology	Sociology & Family Studies
connie_lamb@byu.edu	quinn_galbraith@byu.edu
(801) 422-6196	(801) 422-4482

(TRUST ME -- YOU WILL WANT TO TALK TO THE SUBJECT LIBRARIANS)

Welcome to ANTHR 490R (003): Designing Community-Based Interventions. I'm so excited that you've chosen to take this course because it's going to be awesome! I'm also excited to provide you with this unique opportunity to do hands-on research and design work in your local community. To accomplish this, you will also be designing your own learning experience. This means that you will need to be active and engage in work that goes beyond what is described in this syllabus.

### **COURSE OBJECTIVES:**

The purpose of this course is, unsurprisingly, to help you do real-world research and design a community-based intervention. Along the way, you will learn about three relevant areas of study: *ethnographic*

## *Syllabus and Schedule Cheat Sheet*

### *Reflection Papers...*

- ...are due every **Friday by 11:59 pm.**
- The first one is due **September 11.**
- Submit them via **Learning Suite.**
- *Include the **time** (number of hours and/or minutes) you spent participating in the community at the beginning or end of your reflection paper.*

### *Data Assignments...*

- ...are due every **Friday by 11:59 pm.**
- The first ones are due **September 18.**
- Submit **RAW DATA** via **Learning Suite.**
- Submit **DATA REPORT** on the class **DCBI Google Folder.**

### *Group Write-Ups...*

- ...only need to be submitted by **ONE PERSON** in your group.
- Submit them via **Learning Suite.**

### *Group Presentations...*

- ... will be held **in person during class time** (other than the Final Presentation).
- Coordinate with me (and your group) **IN ADVANCE** if you are unable to be there in person.

### **Important dates to remember:**

<b>Friday, September 11</b>	---	Special class visit to SFCC (with Zoom-in option)
<b>Wednesday, October 7</b>	---	First Group Presentations in class
<b>Monday, November 2</b>	---	MID-TERM GROUP WRITE-UP due
<b>Wednesday, November 11</b>	---	Second Group Presentations in class
<b>Wednesday, December 9</b>	---	FINAL GROUP PRESENTATIONS given virtually
<b>Wednesday, December 16</b>	---	FINAL GROUP WRITE UP due

*research* (the “empathy” stage of design thinking), the *ethics of sustainable community development*, and *design thinking*. You’ll then put what you are learning into practice as you work in the community.

The Boulders and South Franklin neighborhoods, located in southwest Provo, comprise Provo’s lowest-income community. These neighborhoods are served by the South Franklin Community Center (SFCC), a non-profit run by the United Way located at 770 S. 700 W. in Provo. The SFCC has a number of unmet needs and could use a lot of creativity and assistance, especially as they strive to find new ways to support the community in our current crisis while adhering to COVID-19 safety guidelines.

This is where you come in.

In the class, you will:

1. Equip yourself with the tools you need to serve sustainably in the community. This will include building your research and design skills as well as deepening your understanding of the ethics of community development.
2. Team up with SFCC leaders, in person and/or virtually, to identify specific research projects to tackle at the SFCC and in the surrounding community.
3. Form a small group with classmates who want to tackle the same project as you.
4. Collaborate with your group to carry out your project. This will involve doing hands-on ethnographic research in the community and at the SFCC (virtually and/or in person), learning about work that’s been done by others in the past through library and literature searches, doing data analysis, designing a project, and implementing prototypes of your ideas to better refine them.
5. Present your research, design(s), experiences, and recommendations to the SFCC and community.

### **CLASS STRUCTURE/SCHEDULE:**

This is a hybrid course. That means that some classes will be held in person on campus while other aspects of the class will be handled virtually. Here’s what this will look like:

**MW In-Person Class:** In-person class will be held Mondays and Wednesdays. Much of our in-person class time will be directed by you: you’ll have time to plan and discuss things with your groups, work on your projects together, and share what you’re learning with members of other groups. I’ll be around to mentor, assist, and work with you as you figure things out and work through questions or tight spots in your projects. Occasionally, we will have guest lecturers or SFCC/community leaders come to and work with our live class (in person or virtually). We’ll also use this time to discuss together what you’re learning from class readings, virtual lectures, etc. and to answer your questions.

Your physical presence is expected in all live classes unless you have a valid reason to not come (you’re sick, quarantined, etc.). If you aren’t able to make it to a live class, you can participate in the class

virtually (AFTER clearing your absence with me), but you'll need to coordinate the logistics of this with me and/or your group mates before the class(es) you'll be missing.

**Optional Friday Class Time:** On Fridays, though no official class will be held, the classroom will be open and available to you and your group during our scheduled class time (4-4:50 pm), and I will be there. If you'd like extra time to meet with your group, or if you'd like more time to work with me (individually or as a group), you are welcome to come.

**Recorded Lectures:** I will record the lectures I would normally give as part of a regular, live class (on topics like community development, ethnographic research, data analysis, and design thinking) and post them to Learning Suite. You can watch these virtual lectures any time you want to -- just make sure you're finished with them by the day we discuss them in class (see Schedule).

**Readings/Watchings:** Because I want you to spend the bulk of your time doing hands-on things, I won't overwhelm you with readings and other assignments. Still, there are a handful of readings and... watchings? (a TED Talk, a short documentary, etc.) you will need to do for the class. Most of the readings are articles and/or PDFs that I can provide you with electronically. You can find links to them (and the videos) under the Content section of Learning Suite.

The rest of the readings will come from our one required text: *Shane the Lone Ethnographer* (2<sup>nd</sup> Edition) by Sally Campbell Galman. This book is available through the BYU Bookstore or through other sellers like Amazon. **Please make sure you get the second edition.** It's significantly different from the first edition and you will be deeply confused if you purchase the wrong one. I should also tell you that this book is written in the form of a graphic novel and is more fun to read than most textbooks, so be excited! :)

**Hours in the Community:** *Each student will be required to spend at least 2 hours participating with the SFCC or surrounding community each week.* In past semesters, students were required to spend two hours physically at the SFCC/in the community, either volunteering or conducting research (or both at the same time). This semester, due to COVID-19 concerns, I won't require your actual, physical presence at the SFCC/in the community, though if you feel comfortable and can pull it off, this is still ideal (the SFCC has implemented numerous social distancing measures to keep you safe should you choose to spend physical time there). If you are unable to visit the SFCC/community in person, we (the SFCC leaders and I) will help you find other valid ways to engage for at least two hours per week (virtually, etc.).

**Research Groups:** Groups will consist of 2-4 people and will be organized around a specific research project. You and your group will work together on all aspects of your project. While you will be individually responsible for your personal contributions, your presentations and write-ups will be done in collaboration with your group. This means that in addition to our in-class time, you will need to find ways to coordinate with/meet with your group outside of class, virtually or in person.

**Librarians:** We have coordinated with two subject librarians to officially work with our class, and they are excited to help you. Contact them! Get to know them! When you feel confused and unsure of where to even begin with your research or designing your project, contact them. They can help. You can talk with them outside of class or even arrange for them to meet with you and help you during class when we're working in groups.

## ACCOUNTABILITY AND GRADING:

The bulk of the work you will undertake in this class will be designed by you. I will work closely with you and your group to help you design and carry out your research, but the details of what you choose to do and how you choose to go about it will be up to you. You will need to be VERY ACTIVE conducting research and working on your project OUTSIDE OF what we do in class.

Your grade will be based on attendance, how productive you are in engaging with your project, how effectively you contribute to your group, and how well you follow through with your project (see sections below for details).

## GRADING:

Here's a breakdown of how your grade will work:

<i>Item:</i>	<i>Percent of Final Grade:</i>
<b>Assignments:</b>	<b>(50%)</b>
Weekly Reflection Papers (13 total):	13%
Raw Data (12 total):	5%
Data Report (12 total):	10%
Midterm Presentations (2 total):	10%
Mid-Term Group Write-Up	10%
Other Assignments	2%
<b>Attendance:</b>	<b>10%</b>
<b>Participation:</b>	<b>5%</b>
<b>FINAL GROUP WRITE-UP</b>	<b>20%</b>
<b>FINAL PRESENTATION</b>	<b>15%</b>
<b>TOTAL:</b>	<b>100%</b>

## ASSIGNMENTS:

### Weekly Reflection Paper:

Each week, you (individually) will submit a piece of writing (about ½-1 page single spaced) reflecting on your experiences for the week. You can include some or all of the following in your write-up:

- A summary of the work you've done during the week
- How that work fits into your larger project



- Your feelings and personal experiences (things that have gone well, frustrations you have faced, etc.)
- What you've learned during the week
- An assessment of your group's dynamics and how things are going with your group

Don't worry too much about the quality of your writing on this assignment. I won't dock you any points for typos or bad grammar. This assignment shouldn't take you much time (I estimate 10-30 minutes per reflection paper, depending on your writing habits).

You will get points both for doing this assignment (actually turning the thing in) and for how well we can see you have engaged with your group and your project during the week.

You should submit the reflection paper electronically *through Learning Suite*.

### **Raw Data and Data Report:**

Because each group will have its own uniquely designed project, each group's data and research results will look very different. Some groups may end up with a bunch of field notes and/or recordings, others may come up with statistical and/or demographic data, and others will have different kinds of results entirely, but each group should end up with multiple kinds of data.

At the end of each week, you will report (individually) on the research you have personally done. You will do this in two different ways:

#### ***1 -- Raw Data:***

For this assignment, all you need to do is submit whatever data you collected in its raw form *on Learning Suite*. (Raw data can include anything from a typed-up set of field notes to notes you took while reading something or interviewing someone to things you scribbled in your notebook -- just take a picture and upload!). The purpose of submitting your raw data is two-fold: 1) I want to see what you've done and 2) I want to be able to give you feedback on the type and quality of data you are collecting.

#### ***2 -- Data Report:***

For this assignment, you will need to refine your raw data into something useful (something that makes sense to people other than just you) so that members of your group and possibly other groups can benefit from it, too. Instead of submitting your data report via Learning Suite, you will *upload it to the DCBI Google Folder* so that everyone in the class can access it.

What does a data report look like? That's entirely up to you (and depends on what kind of data you're starting with). Here are some examples:

*If your raw data is like this.....*

*Then maybe your data report will be like this.....*

3 pages of field notes

a paragraph of highlights from your field notes or a brief summary

some statistics or demographics

a chart that organizes the statistics or demographics

scribblings in your notebook

a typed version of the scribblings in your notebook

Your grade for these assignments will be based on the quality and quantity of the research you have conducted.

### **Mid-Term Presentations:**

Twice during the semester, your group will give a 10-minute presentation in class reporting on the research you've done so far and the progress you've made on your project. In your presentation, be sure to include relevant details about research you've done and data you've collected. Also, be sure that every member of the group has a chance to present (about their own part of the project).

Presentations will be done in person during our MW class. If circumstances prevent you from being part of your group's in-person presentation, I will help you Zoom in to your presentation (let me know IN ADVANCE if you won't be there in person).

Please make a PowerPoint or other similar thing (Google Slides, Prezi, etc.) to use with your presentation.

See the schedule to find out the dates of the presentations.

### **Mid-term Group Write-Up:**

In the middle of the semester (see schedule for exact due date), each group will produce a **5-page written report** detailing the progress of their project so far. The paper should be co-written by all the members of the group (each group member can contribute to writing about the part of the project they're responsible for). The paper should include the following:

- An overview of the background research (literature, theory, etc.) you have conducted for your project so far (including a bibliography of sources you've used). This should include all relevant information but it should also be concise and to the point.
- An overview of the research question(s) you have identified
- An overview of the field research you have conducted.
- An overview of your findings and the project designs you're working on.
- Anything else you've been working on / insights you've had / progress you've made

*Please submit your paper electronically through Learning Suite.* Only one person per group needs to submit.

### **Final Group Write-Up:**

Along with your final group presentation (see below for details), your final group write-up will be a culmination of all the work you've done and progress you've made on your project during the semester. This write-up will be similar to the mid-term write-up, only longer and more complete. You and your group can actually use your mid-term write-up and just update it / edit it / elaborate on it to create the final write-up, which should be **10+ pages** long and include the following:

- An overview of the background research (literature, theory, etc.) you conducted for your project (including a bibliography).
- Your clearly articulated research question(s).
- An overview of your field research methods.
- A description of the field research that you conducted and the data you collected.
- A description of your findings.
- A description of your project design.
- A description of your experience with prototyping or with feedback from the community regarding your intervention.
- Your recommendations for what the SFCC and community members should do moving forward to address the concerns you identified and continue implementing your project.

Your final group write-up will be due the day of our scheduled class final (**Wednesday, Dec. 16**) at **11:59 pm**. Submit it through Learning Suite.

### **Final Presentation:**

Your group will also give a final presentation (15-20 minutes) detailing your research and project. Since your project is real, and since it affects actual community members, you will give your final project not just to your classmates and teachers but to the SFCC and other members of the community. Because the final presentations will happen after Thanksgiving, they will be done virtually (via Zoom or other platform). They will take place **during class time (4-4:50) on the last day of class (Wednesday, Dec. 9)**.

For guidance on what to include in your presentation, see the Final Group Write-Up section above -- the presentation should include the same things listed there. Please make sure everyone in your group participates equally, both in preparing the presentation and in giving it.

### **Late Work:**

If you turn in an assignment late, you will receive 70% credit on the assignment.

### **ATTENDANCE:**

Please, please, please be sure to come to class! The entire class is based on collaboration, and we need you to be there! Also, attendance is worth 10% of your grade.

If you have a valid reason to miss class, you can attend class virtually without being marked absent. But! To not be counted absent, you need to 1) have a valid reason for missing class; 2) e-mail or talk with me BEFORE the class(es) you'll be missing to let me know you'll be attending virtually and to work out the logistics of this; and 3) be in virtual attendance.

*Here are some examples of valid reasons to not be counted absent:* you are sick, you've been exposed to COVID-19 and are quarantined, you are high-risk, you have another good reason for temporarily limiting your exposure to humans (like you're going to visit your grandparents at the end of the week), etc.

*Here are some examples of invalid reasons:* you don't feel like coming to class, it's raining, you are on vacation, etc.

Attendance points include not only your presence in the MW class but also your weekly participation with the SFCC/community starting the third week of class.

You can have up to **two free absences** before the grade reduction will kick in. Each unexcused absence beyond your two free absences will dock your grade by **two percentage points**. Also, if your absences begin to make life difficult for your group or if your project begins to suffer, you'll also lose points from your participation grade (worth another 10% of your final grade).

Three tardies (5-15 minutes late) = 1 absence.

## **PARTICIPATION:**

Your participation (by which I mean your literal, mental, emotional, spiritual, metaphysical, etc. presence in class, within your group, and in the community) is THE MOST IMPORTANT FACTOR leading to your personal success in this class and your group's success with your project. Please participate! Don't just show up for class -- dig in! Take responsibility for your project and give it your all!

We've specifically designed the class so that your whole grade (all 100% of it) is tied to how well you participate and how high-quality your efforts to work on your project are. However, the 10% of your grade specifically designated as your participation grade will include factors like the following:

- How well you contribute within your group
- Whether you spend at least 2 hours per week working with the community/SFCC
- How well you participate in class
- Whether you are a kind, considerate, responsive, and helpful group member
- Whether you contribute fairly to group assignments like the write-ups and presentations

## **FINAL:**

Your final presentation and final group write-up will count as your final exam. Presentations will be held at the SFCC on the last day of class (Dec. 9). The write-up is due the day of our scheduled class final (Dec. 16).

## **A LAST NOTE:**

You read the whole syllabus (well, almost). Congratulations -- it was long!

Before you skip off to start working on your research/project, keep this last important note in mind:

**This class, as you know, is a hands-on learning experience where you will engage with real people and their real needs and you will churn up real data. Doing real-world stuff is messy, and your project may not go the way you want it to -- at least in the beginning. Don't get discouraged, and please don't give up! My goal for you is to have an amazing experience learning about yourself and the wider community and doing your best. If things don't go as smoothly or easily as you hoped they would, don't worry. Everything will be okay.**

## **LAST STUFF:**

### **BYU 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 our 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.

### **Preventing & Responding to Sexual Misconduct**

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university. University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/reportor> 1-888-238-1062 (24-hours a day). BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

### **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.

### **Academic Honesty Policy**

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 Policy**

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.