

**PR681.800: Applied Research in Strategic Communications
Spring 2026**

**Ball State University
School of Journalism and Strategic Communication**

YoungAh Lee, Ph. D

Email: ylee4@bsu.edu

Arts and Journalism Building, Room 330 (phone: 765-285-9105, zoom: <https://bsu.zoom.us/my/ylee4>)

Office hours: T/Th 2-3 p.m. and by appointment

Note: Please do not hesitate to contact me—in class or outside of class—anytime you have questions or concerns. Rather than wonder, guess, or worry about course expectations, please ask. I'm available during office hours and at other times by appointment. E-mail me anytime. I promise that I will respond to your e-mail promptly (within 24 hours). On weekends, be aware that e-mail responses might be slower than on weekdays.

☉ COURSE DESCRIPTION AND PURPOSE

Ball State University Description:

Individual exploration, design and implementation of research studies in strategic communications. Students develop and conduct their own studies. Meets the Graduate School research plan requirement.

Learning Outcomes:

1. Distinguish between the expectations for, and uses of, academic and applied (professional) research in public relations.
2. Develop a theoretically grounded proposal for an empirical research study.
3. Justify a proposed study's potential value to scholarly and/or professional audiences.
4. Execute the proposed empirical research study by gathering, analyzing and interpreting qualitative or quantitative data.
5. Appraise the contributions and limitations of the study.
6. Create an applied scholarly and/or professional paper/report to describe research, methodology, data analysis and interpretation /discussion of findings.

PRE-REQUISITES

PR680 Journalism and Mass Communication Research Methods

ACEJMC Core Values and Competencies

This course aims to achieve the following ACEJMC core values and competencies:

- Understand concepts and apply theories in the use and presentation of images and information
- Think creatively and independently
- Conduct research and evaluate information appropriate to the communications professions in which they work
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
- Apply basic numerical and statistical concepts
- Apply tools and technologies appropriate for the communications professions in which they work

☉ COURSE POLICY

There will be no make-up work of any kind except for a *documented* illness, injury, or death in the family. Students *must* contact the instructor *before* the due date and time. If you miss class on a day that any work is due – you will earn *zero* points and will *not* be able to make-up the work. If you know that you will not be able to attend a class for some *documented* reason (i.e., illness, injury, or death in the family), it is your responsibility to provide tangible evidence for your absence. Similarly, late work is not accepted. Be sure to schedule your travel plans *around* the course syllabus.

COMMUNICATIONS

Ball State University's Canvas system will be used to post all documents necessary for this course. It is recommended that you download all of the lectures as they become available. E-mail communications from the instructor will be sent to you through the University's e-mail system. It is *your* responsibility to maintain your inbox and to check regularly for the most recent messages. The instructor will typically respond to messages **within 24 hours** of receiving them, **with the exception of weekends and long holidays**. All grading will be returned within 2 weeks of submission.

IN CASE OF CANCELLATION OF CLASS OR OFFICE HOURS

In the event that a lecture or office hour will not be held, you will be notified via e-mail. It is your responsibility to check your e-mail for the latest information and announcements.

ATTENDANCE

This is an intensive hands-on course that relies heavily upon class participation and attendance. If you miss one class, it is likely that you will be unable to complete some of the projects. Because some projects will be based upon the participation of you and your classmates, it is also likely that you will be unable to make-up these assignments. Your attendance, punctuality, and participation for each lecture will be recorded. If you miss more than three online modules/classes in the semester, excused or unexcused, any additional absence will result in one-letter grade down from your final grade. If you miss more than 6 classes total in this course, you automatically receive F in this class and are advised to drop the course.

ACADEMIC INTEGRITY

Your work must be your own. It is OK to ask for help when you need it, or to ask for clarification of an assignment. At all times you are expected to adhere to the highest standards of academic honesty and integrity in the preparation of all of your work. The Ball State University Student Academic Ethics Policy holds students accountable for the integrity of the work they submit. Students should be familiar with the Policy and know that it is their responsibility to learn about the instructor and general academic expectations with regard to proper citation of sources in written work. The policy also governs the integrity of work submitted in exams and assignments as well as the veracity of signatures on attendance sheets and other verifications of participation in class activities. Serious sanctions can result from academic dishonesty of any sort.

Cheating in any form is not tolerated, nor is assisting another person to cheat. The submission of any work by a student is taken as a guarantee that the thoughts and expressions in it are the student's own except when properly credited to another.

Plagiarism or fabrication of any portion of an assignment will result in an "F" for that assignment and may result in an "F" for the course or be referred to the chairperson of the department with a recommendation of suspension or expulsion. When you are presenting evidence for an argument, it is your responsibility to attribute the source of that evidence, whether it is quoted word for word or paraphrased. Failure to do so will be treated as plagiarism since it does not give credit for another's work. The same holds true for a line of reasoning that is not your own but is used in your argument.

Plagiarism: Rules and repercussions that concern plagiarism and other forms of academic dishonesty will be rigidly applied in this course. These rules specify that any work you hand in during this course must be your own unless the work results from a collaborative group effort. To further qualify the phrase "must be your own" from the prior sentence, plagiarism includes but is not limited to:

- Representing the words, ideas or data of another as your own;
- Fabricating or falsifying material from a source or citation;
- Copying the work of another student or having somebody else generate your work;
- Intentionally helping or attempting to help another student commit an act of plagiarism.

Please note that plagiarism is **not** the only form of academic dishonesty. You're strongly encouraged to read the [Student Academic Ethics Policy](#) for more information.

The last item is the most common problem in student writing. It is still plagiarism if the student uses an author's key phrases or sentences in a way that implies they are his/her own, even if s/he cites the source. Other types of academic dishonesty include:

- Using or attempting to use unauthorized materials, information or study aids in any exercise, including copying the work of other students or having other students write or co-write your assignments
- Unauthorized falsification or invention of any information, source or citation
- Representing the words, ideas, or data of another as your own
- Intentionally or knowingly helping or attempting to help another student commit an act of academic dishonesty

LATE ASSIGNMENT POLICIES:

- Written assignments are due on the assigned date at the beginning of class or at the assigned deadline time. Keep an original copy for yourself.
- There will be absolutely **NO** extensions on the deadline for the final project. Because of this class size, the instructor cannot change deadlines and exam dates to accommodate individual students' travel/vacation schedules. Students are advised to plan their travel schedule with the course schedule and assignment deadlines in mind.

TECHNICAL INFORMATION:

Become familiar with the class interface before the semester begins and seek help if necessary. BSU provides resources to help you. A lack of Canvas knowledge is not an acceptable excuse for late or incomplete work.

Technical Assistance: If you have technical questions, you can contact Ball State's Help Desk. In addition, the Help Desk staff has put together many [how-to video clips](#) in its Tech Clips section that can guide you through many of the most common questions. The Help

Desk can be contacted at 765-285-1517 or by email at helpdesk@bsu.edu.

◎ COURSE MATERIAL

There are no required textbooks for this class. Students may consider the use of the following resources:

- “Primer of Public Relations Research,” Second Edition by Don W. Stacks.
- “A Practitioner’s Guide to Public Relations Research,” Measurement and Evaluation, by Don Stacks and David Michaelson.
- “Advertising and Public Relations Research,” by Donald Jugenheimer, Larry Kelley, Jerry Hudson and Samuel Bradley.
- “Content Analysis: An Introduction to Its Methodology,” Third Edition, by Klaus H. Krippendorff.
- Crisis Communication Plan book resource (<https://emergency.cdc.gov/cerc/resources/templates-tools.asp>)
- “They Say, I Say,” Second Edition, by Gerald Graff and Cathy Birkenstein

◎ COURSE REQUIREMENTS

This course is set up to combine both theory and practice, which is why the following assignments are designed to illustrate your understanding of the concepts and critical ideas we read about and discuss in class, as well as put the theory into practice with hands-on applications throughout the semester. Any conflicts between this class and personal or professional obligations should be raised in advance with the instructor. Late assignments will not be accepted unless cleared in advance by the instructor.

Attendance & Participation (50 points): There are no in-person or “live” meetings in this class, as with other courses in the online graduate program. However, students must be actively engaged with the instructor via the discussion boards and prompt responses to emails.

Students are required to post for each module weekly on a discussion board throughout the semester. This content should focus on updates regarding students’ progress with their projects or sharing advice and resources with classmates. Replying or responding to your classmate(s)’s update is required and is a part of your participation.

Research Project or Creative Project: The research project or creative project is the only and final assignment in this course, and various aspects of it would make up about 100 % of your final grade. It is very important to keep working on the independent project throughout the semester to avoid big negative consequences that may result in poor quality of the submitted project and the presentation. The project will be graded based on four main criteria: (1) how much this research is appropriate and necessary for the chosen topic or organization; (2) how comprehensive and logical the lit review and situation analysis are; (3) how appropriate the research method(s) is (are); and lastly (4) how well the report is written, logically and professionally presenting the main messages of the project without logical fallacies.

Please refer to the examples provided for you to decide between a research project or a creative project. Both will include research components, but a creative project is more geared toward practical implications based on your research results, while a research project is more geared toward scholarly implications.

Report 1: Summary Document: Containing personal bio, a summary of past research studies/projects, and two potential research directions for the course (50 points, 2-5 pages): Due by 11:59 p.m. EST, Jan 13

Report 2: Research prospectus (100 points, 5-10 pages): Due by Feb 3

To help organize your research, you draft an essay outlining your overall research strategy for the project. The prospectus should be about 5-10 pages long and should include the following elements:

1. A section defining your general subject and explaining why you chose it. What most fascinates you about it? Why should someone else who knows nothing about this topic bother to learn about it?
2. A section identifying the questions you want to answer about your topic. Make these as clear and precise as possible. General questions (“How has the automobile changed North America?”) are rarely helpful except as a first step because they give little indication of how you should go about answering them. More specific questions (“When did suburbs begin to appear in Los Angeles that required their residents to use a car in order to commute to work?”) are more useful because they suggest routes to their own solutions.
3. A section stating what you suspect to be the most likely answers to these questions. Your answers will obviously be intuitive, based on very little research, and likely, will be wrong; they will surely be too simple. But putting them on paper accomplishes two crucial tasks: it gives you a stated position to test and criticize as your research proceeds, and it helps you identify your own biases. Stating these frankly allows you to keep an especially sharp eye out for any evidence that contradicts those biases and allows you to modify your arguments accordingly.
4. A bibliographical essay describing--in general terms--the categories of documents you plan to examine in answering your questions, with pertinent examples of each where possible. What will each different type of document contribute to your research? For which specific problems do your documentary resources seem strongest? For which are they weakest? Concentrate your attention on primary materials, but mention any secondary works you plan to use in putting your specific topic in its larger context. How will your project move beyond existing historiography?

5. A chapter outline listing the sequence of topics you intend to cover in the finished text. This is the most helpful part of the prospectus since it forces you to imagine the final shape of your argument and put it in the form of a narrative with a beginning, middle, and end. The sooner you can start monitoring the ways in which your research relates to your evolving chapter structure--to your argument and to your story--the more focused, efficient, and satisfying the overall process will become.

6. Finally, construct a rough sequence of how you plan to move through these various materials. What will you do first? Why? Where will you go from there?

And so on. Then assign actual dates to these tasks and put them on a calendar. Don't be overwhelmed by the description I give here: this essay requires more thought work than spadework. You are creating a sketch map whose outlines will change- perhaps drastically- the instant you embark on your research. That's OK. The point is to define your beginning so that you can look back and know where you've been as your journey progress and more easily resurvey your map as the need arises.

Report 3: Introduction, Statement of the Problem (50 points, 1-3 pages): Due by Feb 10

The introduction leads the reader from a general subject area to a particular topic of inquiry. It establishes the scope, context, and significance of the research being conducted by summarizing current understanding and background information about the topic, stating the purpose of the work in the form of the research problem supported by a hypothesis or a set of questions, explaining briefly the methodological approach used to examine the research problem, highlighting the potential outcomes your study can reveal, and outlining the remaining structure and organization of the paper.

- Additional resource (<https://writingcenter.fas.harvard.edu/introductions>)

Report 4: Literature Review (150 points, 8-15 pages): Due by Mar 10

A literature review surveys books, scholarly articles, and other sources relevant to a particular issue, area of research, or theory, providing a description, summary, and critical evaluation of these works concerning the research problem being investigated. Literature reviews are designed to provide an overview of sources you have explored while researching a particular topic and to demonstrate to your readers how your research fits within a larger field of study.

- Additional resource (<https://writingcenter.unc.edu/tips-and-tools/literature-reviews/>)

Report 5: Research Questions and Methodology (100 points, 5-10 pages): Due by Mar 17

The methods section describes actions to be taken to investigate a research problem and the rationale for the application of specific procedures or techniques used to identify, select, process, and analyze information applied to understanding the problem, thereby allowing the reader to critically evaluate a study's overall validity and reliability. The methodology section of a research paper answers two main questions: How was the data collected or generated? And how was it analyzed? The writing should be direct, precise, and always written in the past tense.

- Additional resource (<https://www.scribbr.com/research-process/research-questions>)

Report 6: Results and Discussion (150 points, 5-10 pages): Due by Mar 24

The results section is where you report the findings of your study based on the methodology [or methodologies] you applied to gather information. The results section should state the findings of the research arranged in a logical sequence without bias or interpretation. The purpose of the discussion is to interpret and describe the significance of your findings in light of what was already known about the research problem being investigated and to explain any new understanding or insights about the problem after you've taken the findings into consideration.

- Additional resource (<https://www.researchprospect.com/research-paper-discussion>)

Report 7: Limitations and Implications for Future Study OR Creative Output (Application of Results) (250 points, 5-15 pages): Due by Apr 21

This section is not merely a summary of the main topics covered or a re-statement of your research problem, but a synthesis of key points and, if applicable, where you recommend new areas for future research.

If you are writing a creative project, this section will be devoted to crafting practical outputs such as a crisis communication plan or strategic communication plan based on your research findings.

Report 8: Final Paper and References including appendix and list of figures as needed (100 points): Due by May 1

Please combine reports 3 through 8 in order to finalize your project.

© COURSE EVALUATION CRITERIA AND PROCEDURES

Final grades will be determined by adding up the points for all assignments and attendance.

A	945-1000 = above 95%	C	725-764 = 73-76%
A-	895- 944 = 90-94%	C-	695-724 = 70-72%
B+	865- 894 = 87-89%	D+	665-694 = 67-69%
B	825- 864 = 83-86%	D	625-664 = 63-66%
B-	795- 824 = 80-82%	D-	595-624 = 60-62%
C+	765- 794 = 77-79%	F	0- 594 = below 59%

The University's system of plus and minus grades will be used:

- SUPERIOR (A/A-) - Represents achievement that is outstanding relative to the level necessary to meet course requirements. This work is superior in every respect, and represents the highest level of achievement. Its quality is so good that it would be unreasonable to ask a college student to improve upon it. PLEASE NOTE: EFFORT DOES NOT EQUAL EXCELLENCE.
- ABOVE AVERAGE (B+/B/B-) - Represents achievement that is significantly above the level necessary to meet course requirements. Not only were all the basic expectations met, they exceeded minimum expected quality levels. This work probably showed one or more of the following characteristics: excellent understanding of the class material, excellent application of writing to practice, unusual thoroughness in thought and preparation.
- AVERAGE (C+/C/C-) - Represents achievement that meets the course requirements in every respect. This score does not indicate any shortcoming. All the work was done adequately and completely, and the work showed basic understanding and mastery of the course material and competent writing.
- BARELY PASSING (D) - Represents achievement that is worthy of credit even though it does not fully meet course requirements. While there was merit to what was done, there were also deficiencies that meant the work did not fully meet the minimal expectations.
- FAILURE (F) – represents achievement that is unworthy of credit for the course

© COURSE SCHEDULE

Week 1: Summary Document (Jan 5 – 13)

Containing personal bio, a summary of past research studies/projects, and two potential research directions for the course (50 points, 2-5 pages): Due by 11:59 p.m. EST, Jan 14

Week 2, 3, 4: Research prospectus (Jan 14 – Feb 3)

1. To help organize your research, you draft an essay outlining your overall research strategy for the project. The prospectus should be about 5-10 pages long and should include the following elements:
 1. A section defining your general subject and explaining why you chose it. What most fascinates you about it? Why should someone else who knows nothing about this topic bother to learn about it?
 2. A section identifying the questions you want to answer about your topic. Make these as clear and precise as possible. General questions ("How has the automobile changed North America?") are rarely helpful except as a first step because they give little indication of how you should go about answering them. More specific questions ("When did suburbs begin to appear in Los Angeles that required their residents to use a car in order to commute to work?") are more useful because they suggest routes to their own solutions.
 3. A section stating what you suspect to be the most likely answers to these questions. Your answers will obviously be intuitive, based on very little research, and likely, will be wrong; they will surely be too simple. But putting them on paper accomplishes two crucial tasks: it gives you a stated position to test and criticize as your research proceeds, and it helps you identify your own biases. Stating these frankly allows you to keep an especially sharp eye out for any evidence that contradicts those biases and allows you to modify your arguments accordingly.
 4. 4. A bibliographical essay describing--in general terms--the categories of documents you plan to examine in answering your questions, with pertinent examples of each where possible. What will each different type of document contribute to your research? For which specific problems do your documentary resources seem strongest? For which are they weakest? Concentrate your attention on primary materials, but mention any secondary works you plan to use in putting your specific topic in its larger context. How will your project move beyond existing historiography?
 5. A chapter outline listing the sequence of topics you intend to cover in the finished text. This is the most helpful part of the prospectus since it forces you to imagine the final shape of your argument and put it in the form of a narrative with a beginning, middle, and end. The sooner you can start monitoring the ways in which your research relates to your evolving chapter structure-- to your argument and to your story--the more focused, efficient, and satisfying the overall process will become.
 6. Finally, construct a rough sequence of how you plan to move through these various materials. What will you do first? Why? Where will you go from there?
And so on. Then assign actual dates to these tasks and put them on a calendar. Don't be overwhelmed by the description I give here: this essay requires more thought work than spadework. You are creating a sketch map whose outlines will change- perhaps drastically- the instant you embark on your research. That's OK. The point is to define your beginning so that you can look back and know where you've been as your journey progress and more easily resurvey your map as the need arises.

Week 5: Introduction, Statement of the Problem (Feb 4 – 10)

The introduction leads the reader from a general subject area to a particular topic of inquiry. It establishes the scope, context, and significance of the research being conducted by summarizing current understanding and background information about the topic, stating the purpose of the work in the form of the research problem supported by a hypothesis or a set of questions, explaining briefly the methodological approach used to examine the research problem, highlighting the potential outcomes your study can reveal, and outlining the remaining structure and organization of the paper.

- Additional resource (<http://libguides.usc.edu/writingguide/introduction>)

Week 6, 7, 8, 9: Literature Review (Feb 11 – Mar 10)

A literature review surveys books, scholarly articles, and other sources relevant to a particular issue, area of research, or theory, providing a description, summary, and critical evaluation of these works concerning the research problem being investigated. Literature reviews are designed to provide an overview of sources you have explored while researching a particular topic and to demonstrate to your readers how your research fits within a larger field of study.

- Additional resource (<http://libguides.usc.edu/writingguide/literaturereview>)

Week 10: Research Questions and Methodology (Mar 11 -17)

The methods section describes actions to be taken to investigate a research problem and the rationale for the application of specific procedures or techniques used to identify, select, process, and analyze information applied to understanding the problem, thereby allowing the reader to critically evaluate a study's overall validity and reliability. The methodology section of a research paper answers two main questions: How was the data collected or generated? And how was it analyzed? The writing should be direct, precise, and always written in the past tense.

- Additional resource (<http://libguides.usc.edu/writingguide/methodology>)

Week 11: Results and Discussion (Mar 18 -24)

The results section is where you report the findings of your study based on the methodology [or methodologies] you applied to gather information. The results section should state the findings of the research arranged in a logical sequence without bias or interpretation. The purpose of the discussion is to interpret and describe the significance of your findings in light of what was already known about the research problem being investigated and to explain any new understanding or insights about the problem after you've taken the findings into consideration.

- Additional resource (<http://libguides.usc.edu/writingguide/discussion>)

Week 12, 13, 14, 15: Limitations and Implications for Future Study OR Creative Output (Application of Results) (Mar 25-April 21)

This section is not merely a summary of the main topics covered or a re-statement of your research problem, but a synthesis of key points and, if applicable, where you recommend new areas for future research.

Week 16, 17: Final Paper and References including appendix and list of figures as needed (April 22-May 1)

Please combine reports 3 through 8 to finalize your project.

*This is a tentative schedule and is subject to change.

© JOURNALISM DEPARTMENT STATEMENT**University Statement**

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse.

Disability Statement

If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's [Disability Services](#) office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Attendance Policy

The class is online but you are expected to engage our weekly discussion boards and chats actively. Notify me before the class in case of medical reasons or emergencies. Unexcused absences will reduce your final grade. If you miss more than three classes (weekly discussion boards) in the semester, excused or unexcused, any additional absence will result in a one-letter grade down from your final grade. If you miss more than 6 classes total in this course, you automatically receive an F in this class and are advised to drop the course.

Absences for University Activities

The University expects its departments and programs that take students away from class meetings to schedule such events in a way that will minimize hindrance of orderly completion of course requirements. Such units must provide a written statement to the students describing the activity and stating the dates of the required absence as precisely as possible. The involved students

must deliver this documentation to the instructor, preferably before the absence but in no event later than one week after the absence.

School Writing Statement

The School of Journalism and Strategic Communication regards writing proficiency as essential to the satisfactory completion of all journalism courses. Therefore, school instructors must monitor writing performance and language usage proficiency in all journalism courses. Student grades must reflect both criteria. This means you will be graded on your spelling, punctuation and sentence structure.

Student Rights Links

It is your responsibility to be familiar with your rights and responsibilities as a BSU student. Please visit the following site for relevant information: www.bsu.edu/studentcode Code of Student Rights & Responsibilities. This code includes appendices that contain Ball State's policies on academic dishonesty, policy and procedures for appealing final grades, student leaves for funerals, etc.

www.bsu.edu/studentcode Code of Student Rights & Responsibilities. This code includes appendices that contain Ball State's policies on academic dishonesty, policy and procedures for appealing final grades, student leaves for funerals, etc.

Freedom of Expression

In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's [Statement on Freedom of Expression](#), the resources on Ball State's [Freedom of Expression webpage](#), and [Ball State's Beneficence Pledge](#).

Title IX

Ball State University is committed to providing a safe and inclusive learning environment for all students. If you or someone you know has experienced sexual harassment—including sexual assault, dating violence, domestic violence, or stalking, please know that you are not alone. The University offers support services and resources. For more information or to report an incident, please visit bsu.edu/titleix or contact the Title IX Coordinator at 765-285-1545 or at titleix@bsu.edu.

As your instructor, I am a mandatory reporter under the Title IX policy and required to report any information I receive about possible sexual harassment. This includes information shared in class discussions, assignments, or private conversations. **What happens after I report?** The Title IX Coordinator will email the person who experienced sexual harassment (complainant) and invite them to schedule a meeting. If the complainant **chooses** to meet with the Title IX Coordinator,

- Title IX Coordinator will offer supportive measures (e.g., counseling, extensions on deadlines, course-related adjustments, changes to work or class schedules, and/or referrals to campus offices), review the policy, and discuss options to move forward.
- If a complaint is filed by the complainant or the University, an investigation will begin following University policy.

University Grade Appeal Policy

If you believe you received a final course grade that does not reflect your performance due to fairness or a procedural issue, you have the right to file an appeal within 5 school days after final grades are posted by the Office of the Registrar. Review the [University Grade Appeal Policy and Process](#).

Student Academic Ethics Policy

Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the VPAA's [academic integrity website](#) (Students tab) for resources on understanding academic integrity, citing sources properly, and avoiding inadvertent academic dishonesty. To learn about BSU's academic integrity expectations and students' rights, please read the University [Student Academic Ethics Policy](#).

Academic integrity violations include giving or receiving an unfair academic advantage (cheating), presenting someone else's ideas or work as your own (plagiarism), and falsifying academic records. Unless otherwise indicated, you must work independently by yourself. Check with me if you are unsure whether something constitutes academic dishonesty. Examples of academic integrity violations include but are not limited to:

- Using resources not authorized by the faculty member (including devices, AI tools, hidden notes, and open books)
- Using commercial study websites to find answers to graded assignments (Chegg, Course Hero, StudyPool, OneClass, etc.).

- Without the instructor’s written permission, giving away, buying, or selling graded assignments class notes, exams, study guides, or other course materials to other students or to third-party vendors (Course Hero, Chegg, 24HourAnswers, etc.).
- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Reusing your own work from another semester, course, or section.
- Sharing answers with others during exams (passing notes, texting, whispering, gesturing)
- Discussing exam questions and answers with students who have not taken the exam.
- Soliciting others to complete work for you.

Generative AI Statement

Full Use of Generative AI Permitted/Encouraged Within Specified Guidelines

You are encouraged to use generative AI applications for all work submitted in this course. However, you must cite any AI-generated material that informed your work. Using an AI tool to generate content without proper attribution constitutes a violation of [Ball State University's Student Academic Ethics Policy](#).

The Learning Center

The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit myballstate.bsu.edu and click on “Navigate” in the Academic Tools section, or just go directly to bsu.navigate.eab.com.

Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center.

Supplemental Instruction is available in select courses. If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions. For more information about Learning Center programming, visit bsu.edu/learningcenter or call 765-285-1006. Follow us on Instagram: [BallStateLC](#).

The Writing Center

All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295 during weekdays, Bracken Library First Floor West in the evenings, or online during any of our regularly scheduled hours) to get additional feedback on your writing.

The Writing Center offers free planning, feedback, and accountability sessions (in person and online) to all students composing essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. To schedule a free appointment to discuss your writing, go to bsu.edu/writingcenter. Online and in-person appointments are available; however, plan ahead because appointments book quickly!

The Basic Needs Hub

If you are having difficulty affording enough food, do not have a safe and reliable place to sleep, and/or experiencing an emergency or crisis, help is available through the [Basic Needs Hub](#). The Basic Needs Hub has information, resources, and provides individualized support to students. To talk with a supportive staff member about your experience, receive one on one assistance, or learn more about resources, you can submit a [Basic Needs Assistance Form](#).

The Counseling Center

The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found [here](#).

The Speaking Center

The [Speaking Center](#) is a free resource available to all members of the BSU community wanting to improve their public speaking abilities. We offer personalized coaching designed to help you become a more confident and effective speaker. Our trained coaches provide constructive feedback and support throughout the entire speech preparation process, whether you are in the early stages of brainstorming ideas and organizing your thoughts, or you need to practice your delivery and refine your message.

The Center is in the David Letterman Communication and Media Building, room 302. To schedule an appointment, please access us through your Navigate app or use this [direct link](#) to sign up for a time. Appointments are available both in person and on

Zoom. Appointments are available in person, on Zoom, and in virtual reality (VR) for those interested in practicing in an immersive speaking environment.

Emergency Preparedness – COVID-19 Plan for Students

Ball State University will continue to focus on the safety and well-being of our students amid COVID-19. As the pandemic situation evolves, the University will steadily review policies and plans and update them when necessary in accordance with government agencies, public health officials, and the Centers for Disease Control and Prevention (CDC).

<https://www.bsu.edu/about/administrativeoffices/emergency-preparedness/pandemicfluprep/coronavirus/plans-resources/return-to-campus-plan-for-students>

Professional in Residence

The School of Journalism and Strategic Communication may provide virtual professional development and networking seminars each semester to provide industry insight and encouragement for our student majors. These events provide an opportunity for you to connect classroom instruction with current professional practices. They also help expand your professional network. The school may offer in-person and/or Zoom presentations.