Communication Studies Courses – Speech Communication Courses
Department of Communication Studies
College of Liberal Arts
These courses all have a prefix of SPCM.

100: Communication and Popular Culture
(FT-AH1, AUCC 3B) F, S, SS. Prerequisite: None. Catalog Description: Classical tradition of speech communication, its extension to broadcasting, and integration of both in contemporary culture.

This course is standardized. All instructors use the same description/goals/objectives.

SPCM100 Course Description
What is popular culture? How does popular culture communicate with us? What are the social and cultural effects of the messages and values of popular culture? These broad questions fuel our work in this course.
Communication & Popular Culture presents an introduction to U.S. popular culture, with an emphasis on its forms, messages, and effects on our society. First, we engage four key methodological approaches taken by Communication Studies scholars as a means to empower students with the critical skills to understand popular culture texts more mindfully. Second, we consider how popular culture has both shaped and reflected the history and culture of the United States. Finally, we survey representations of gender, race, ethnicity, sexual orientation, and class throughout the twentieth century to the present, examining what they mean to consumers of popular culture. Because this is an All-University Core Curriculum course, we have specific objectives: to place the history of popular culture within a broader context of U.S. history; to analyze a variety of texts that loosely fall into the category “arts and humanities,” and to suggest particular methods of critical thinking.

Course Objectives
• To learn how to critically interpret and analyze popular culture texts from a Communication Studies perspective
• To consider the historical evolution of popular culture and consider the ways in which it reflects and shapes society
• To examine how popular culture functions as communication by exploring how messages are constructed and groups are represented in popular culture
• To develop writing skills by constructing clear arguments with supporting evidence, applying and citing outside sources, and demonstrating technical writing components

130: Relational and Organizational Communication
F, S, SS. Prerequisite: None. Catalog Description: Basic communication processes and skills central to relating and organizing in interpersonal, small group, and organizational contexts.

Dr. John Crowley
Course Goal:
The primary goal of this course is to empower students with the ability to communicate effectively and appropriately in a variety of relational and organizational contexts. We introduce students to an array of theoretical perspectives with the intention of offering students the tools necessary to build happy and healthy personal and social relationships, and to competently navigate communication in organizational networks.

Course Objectives:
1. To help students build awareness around the ways in which their communicative practices continually shape and are shaped by their experiences in personal and social relationships
2. To encourage students to challenge existing assumptions about human communication in organizational and relational settings
3. To empower students to think about alternative ways of conceptualizing and responding to others’ behavior
200: Public Speaking
F, S, SS. Prerequisite: None
Catalog Description: Fundamentals of public speaking emphasizing content, organization, delivery, audience response.

This course is standardized. All instructors use the same description/goals/objectives.

INTENDED LEARNING OUTCOMES
By the end of this course, students who successfully complete SPCM 200 will:
• Become more competent speakers in public settings
• Learn about and perform different genres of public speaking (informative, invitational, persuasive, and commemorative)
• Understand communication theories applicable to public speaking
• Enhance their critical thinking and listening skills

201: Rhetoric in Western Thought
(FT-AH3, AUCC 3B) F, S, SS. Prerequisite: None
Catalog Description: Major concepts of Western rhetoric from Greece to modern times and their relationship to present-day approaches to communication.

Dr. Jennifer Bone
Course Description and Objectives
Rhetoric is the oldest discipline in the field of human communication. For over 2,500 years, women and men from all walks of life have speculated about the relationships among speakers or writers, their messages, their audiences, and have attempted to understand why individuals are able to persuade one another. This tradition of inquiry is the foundation of the discipline known as rhetoric, and collectively, the body of scholarly thought is known as rhetorical theory.
This course will survey rhetorical history and theory from ancient Greece to the present day. We will focus on the social functions and consequences of rhetorical practice.

Course Goals
• To propose and defend a definition of rhetoric
• Describe and apply the most influential theories of rhetoric from antiquity to the present
• Become familiar with contemporary rhetorical scholarship
• Identify recurring themes in the study of rhetoric
• Articulate the significance of rhetorical studies for liberal arts students and citizens in democratic societies.

Dr. Greg Dickinson
Course Description
Rhetoric has been part of Western ways of being at least from the beginning of literacy in ancient Greece. For hundreds of years rhetoric has been central to Western education, ways of knowing, politics, and interpersonal relationships. The study of rhetorical theory and practice provides a significant starting place for thinking about citizenship in a global community. Over the course of the next 15 weeks we will engage the wide varieties of ways people have talked about and practiced rhetoric. We will start in ancient Greece and end in contemporary United States. Our intellectual trajectory will take us from an island society of city-states to global culture. We will constantly explore the way individuals and communities make sense of their everyday lives.

Course Goals
1) To engage in serious and committed ways the varieties and trajectories of rhetorical theory from the Sophists to the postmodernists.
2) To provide a foundation for your college career and a life of civic engagement.
3) To exercise critical rhetorical skills.

Dr. Tom Dunn
Course Description:
This course serves as an introduction to the foundational theories and principles of one of the central areas of the Communication discipline – the study of rhetoric. Rhetoric, what Aristotle defined as the “art of finding in any given situation the available means of persuasion,” became an important topic of study in Syracuse in the 5th century B.C.E. Since that time, it has been deployed for both just
and nefarious purposes to capture hearts and minds and to bend them to particular courses of action. The organization of this course highlights prominent ways of viewing rhetoric in three different eras – the classical period in Greece, the period between the Roman Republic and the early Modern era, and the late modern and postmodern period. We will investigate each of these periods, not as isolated moments, but as highly intertwined events in the history of Western thought. Collectively, these lectures and discussions will provide students with a strong foundation in the study and practice of rhetoric, as well as offer an additional entry point into the major ideas of the Western tradition.

*Course Objectives:*

Upon the successful completion of this class, students should be able to:

- Articulate major historical conceptions in rhetorical theory and their development
- Identify several key theorists/practitioners and their understandings of rhetoric
- Reiterate rhetorical traditions and outline critiques and elaborations of them
- Apply rhetorical thought to contemporary issues and concerns
- Situate themselves within the intellectual interests and concerns of the department

**207: Public Argumentation**

F, S, SS. Prerequisite: None. Catalog Description: Key communication principles for democracy, including issue analysis, evidence, reasoning, decision-making, debate, dialogue, and deliberation.

*This course is a standardized course. All instructors use the same description/goals/objectives.*

*Class description:* The course covers key communication principles for democracy, including issue analysis, evidence, reasoning, decision-making, debate, dialogue, and deliberation.  

*Intended learning outcomes goals for the course:*

- Judge the quality of different forms of evidence and reasoning
- Develop effective and ethical arguments based on research and practical reasoning
- Conduct effective inquiry and research which considers all sides of an important issue
- Consider the interconnections between facts and values, as well as experts, the public, and institutional decision makers, that are inherent to policy decisions
- Understand the key aspects of debate, dialogue, and deliberation theory and practice, and how these processes can improve the quality of public discourse and collaborative decision-making

**232: Group Communication**

F, S, SS. Prerequisite: None. Catalog Description: Principles and methods of group communication emphasizing face-to-face and electronically mediated problem solving and decision making.

*Ms. Elizabeth Meyers-Bass*

*Course Objectives:* This course is designed to help you become more aware of processes within groups and develop your skills in group situations. The basic philosophy of the course is that you should be able to apply problem solving and decision making techniques, become a competent communicator, and identify group variables. My goals are to:

- Provide you with comprehensive knowledge of group processes.
- Help develop your ability to apply concepts about effective group communication to your own personal and professional experiences.
- Develop collaboration and decision making in group settings.
- Develop an understanding of group roles and the communication behavior individuals use in specific roles.
- There are 3-4 volunteer hours required outside of class time.
278A-H: Communication Skills
F, S, SS. Prerequisite: None. A maximum of 3 credits are allowed for SPCM 278A-H. Catalog Description: Applied communication skills in specific contexts.

A) Convention Planning F,S
Ms. Lisa Lytle
Convention, conference, event and meeting planning is an excellent career path for Communication Studies majors and a useful skill for many majors. Planners work at hotels, convention & visitors’ bureaus, convention centers, public and private companies, associations and agencies. This course will provide the very basic knowledge to plan a convention, conference, event and meeting. You will also gain practical experience by working on a conference/event.

B) Interviewing F
Dr. Elizabeth Williams
Course Description: In today’s business environment, finding and landing a job has become more difficult than ever before. This course is designed to teach students the fundamental communication skills necessary to get an interview and subsequently be successful in that interview.
Course Objectives: At the end of this course you should be able to:
• Identify and articulate your strengths and weaknesses as a job candidate.
• Prepare a professional résumé and cover letter.
• Formulate job-appropriate, legal interview questions.
• Verbalize appropriate answers to various types of interview questions.
• Construct post-interview correspondence.

C) Film Festivals F
Dr. Scott Diffrient
Description: This one-credit course is designed to introduce students to the historical significance and contemporary functioning of large-scale and small-scale film festivals. With an emphasis on applied communication skills, SPCM 278C provides students with firsthand information and working knowledge of the challenges and benefits involved in organizing and running a festival
Course Goals: Over the course of the semester, students will
[1] learn how to evaluate the cultural and historical significance of U.S. and international film festivals
[2] either [a] propose and devise a film festival that addresses local/regional/community issues or [b] inter-view programmers/organizers of an existing film festival
[3] describe and assess the management and organization of two festivals, based upon their participation at the Tri-Media Film Festival (in September) and the Denver International Film Festival (in November)
Although writing assignments will be kept to a minimum, coursework involves attendance at these two events, held in Fort Collins and Denver, respectively. Guest speakers and representatives of other Colorado-based film festivals will be invited to share their knowledge with the class.

D) Friendship S
Dr. Eric Aoki
COURSE DESCRIPTION AND OBJECTIVES
The course offers insights into the communication dynamics of making and sustaining diverse, healthy friendships in personal and work life. Students will spend the semester studying and reflecting on the influence and impact of friendships in everyday relating and networking. Students will be able to identify skills, principles, and theories imperative to the forging and sustaining of friendships.
Specific objectives include: (1) to become reflective about one’s own friendships and the communication influences and skill used or needed in these relationships, (2) to increase understanding and sensitivity to the array of interpersonal and friendship types and skills, (3) to increase understanding of cultural/diversity variables as part of friendship and communication skills as well as to become more thoughtful about these variables, (5) to enhance understanding of communication as connected to issues of friendship negotiations including self-disclosure, attraction, and long-distance relating, (6) to become critical consumers of popular culture (re)presentations regarding friendships.
The learning objectives are met through the interstices of academic readings on friendship and communication, research and communication skills essays, lecture note-taking, engaged discussions, in-class activities and assessments, and homework activities. The class meets as a single group one day a week for lectures, discussions,
and activities addressing issues and problems in friendship case scenarios. **Please note:** there are two hours of out-of-class work required each week for each credit (e.g., readings required, research time and preparation for papers, homework exercises, etc.). So, this formula is a total of 2 hours/week of needed out-of-class work for a 1-credit class.

**E) Intercultural competence  F**

*Dr. Eric Aoki*

**COURSE DESCRIPTION AND OBJECTIVES**

The course offers insights into the communication dynamics of broadening one’s intercultural communication competence and skills. Students will spend the semester studying, reflecting, and engaging in-class activities on the influence and impact of intercultural communication competence in everyday relating and networking. Students will be able to identify skills, principles, and theories imperative to enhancing intercultural competence.

**Specific objectives include:** (1) to become reflective about one’s own cultural background and that of others in a diverse, global society, (2) to increase understanding and sensitivity to the array of intercultural competence skills used in everyday cultural contexts, (3) to increase understanding and knowledge of intercultural/diversity communication, (5) to enhance understanding of communication as connected to issues of intercultural negotiation, management, and conflict skills, and (6) to become critical consumers of popular culture (re)presentations. The learning objectives are met through the intersection of academic readings on intercultural communication competence, research and communication skills, lecture note-taking, engaged discussions, in-class activities, assessments of intercultural competence skills, and homework activities. The class meets as a single group for lectures, discussions, and in-class activities addressing issues and problems in intercultural communication competence. **Please note:** there are two hours of out-of-class work required each week for each credit (e.g., readings required, research time and preparation for papers, homework exercises, etc.). So, this formula is a total of 2 hours/week of needed out-of-class work for a 1-credit class.

**F) Virtual Teamwork F,S**

*Dr. Elizabeth Williams*

**Course Description:** Organizations are changing rapidly. During the course of your career it is safe to assume that you will be presented with the opportunity to work virtually. This course is designed to provide you with an understanding of the communication skills necessary to successfully navigate membership in and leadership of a virtual team. The course is designed to give you the opportunity to cultivate these skills through simulated team interactions.

**Course Objectives:** At the end of this course you should be able to:

- Define what makes a successful virtual collaboration.
- Identify important factors to consider when designing, implementing, and evaluating a virtual team.
- Evaluate various communication technologies that virtual teams may use.

**G) Parliamentary Procedure F, S, SS**

*Ms. Lola Fehr*

**Course Description.** This course is an introductory study of the principles, rules and skills of parliamentary procedure for democratic decision-making. Focused on the practice of chairing and participating in meetings governed by parliamentary procedure, this course will also provide information related to the organization and governance of those organizations. The course will include practical application of skills, development of resources for organizational meeting leaders, and observation of deliberative groups.

**Learning Objectives**

- Identify the principles underlying the rules that govern democratic processes of deliberation and decision-making.
- Demonstrate the correct use of parliamentary procedure in presiding, participating as a member, or serving as parliamentarian for deliberative bodies.
- Identify the components of efficient and effective organizational bylaws.
- Compare rules as defined by different writers of parliamentary procedure.

**H) Organizational Training, F, S**

**I) Social Media S**
300: Advanced Public Speaking  
F, S, SS. Prerequisite: None. Catalog Description: Advanced technique in public speaking; emphasis on argument construction and refutation, style, and manuscript delivery.

Ms. Kristin Slattery  
Course Philosophy  
SPCM 300 places special emphasis on speech writing, revision, style, emotional appeals, and manuscript performance. At the advanced level, there are no simple rules or hints guaranteed to improve your speaking. Excellence comes through rehearsal, imitation, and revision. Thus, SPCM 300 will be conducted as a workshop that stresses discussion, constructive criticism, and extensive effort outside the classroom. Please note: This class is designed for students who already possess basic public speaking skills. Those who are hoping to correct major problems or reduce communication anxiety should probably not enroll in SPCM 300.

311: Historical Speeches on American Issues  
F. Prerequisite: None. Catalog Description: Significant speeches and speakers as they reflected and affected American issues from colonial period through early 20th century.

Dr. Carl Burgchardt  
Learning Outcomes  
After completing SPCM 311, students should be able to do the following:  
1. Understand the historical contexts for significant U.S. speeches from the period 1760 to 1920.  
2. Appreciate the artistry and rhetorical significance of assigned speeches.  
3. Analyze a single important oration, using the basic principles of traditional speech criticism.

331: Nonverbal Communication  
F, S, SS. Prerequisite: None. Catalog Description: Non-language symbols in communication; systems and functions of nonverbal communication behaviors.

Dr. Karyl Sabbath  
Course Overview:  
The purpose of this course is to assist you in your understanding of the multifaceted aspects of concepts, principles, and theories of nonverbal communication. Our learning process will involve individual, dyad and group activities to improve your understanding and skills of nonverbal communication behavior. Throughout the semester, you will be asked to demonstrate that you have acquired knowledge and skills relevant to multiple concepts, principles and theories of nonverbal communication in applied settings.  
Learning Objectives:  
• To assist you in achieving a better understanding of self and others through examination of nonverbal communication behavior.  
• To provide open discussions on how meaning is interpreted, created and managed through effective and appropriate understanding and behavior of nonverbal communication.  
• To provide opportunities to improve your analytical and critical thinking skills.  
• To provide you with opportunities to apply theoretical principles and concepts within your own interpersonal interactions and your assessment of others.  
• To provide an opportunity to enhance your observational skills and to apply such observations to relevant theories of nonverbal communication.  
• To provide an opportunity to enhance your research skills and to apply your research findings to nonverbal communication concepts, perspectives, and theories.

Ms. Elizabeth Sink  
Objectives: This course acquaints you with the popular theories of nonverbal communication. Through in-class lectures & discussion, selected readings, personal research, observation, and application exercises, you will improve your skill and understanding of nonverbal communication behaviors. The course is designed to be directly applicable to everyday life. Upon completing this course, you will be more aware of nonverbal communication and better prepared to manage your own messages and behaviors.  
Rationale: There are a number of reasons justifying the study of nonverbal communication. Apart from the simple
interest value, there are at least four significant factors underlying the study:

- Up to 93% of the communication process in which human beings engage is nonverbal in nature. Therefore, you must have a working knowledge of nonverbal elements to be an effective communicator.
- Research shows that processes such as persuasion and interpersonal attraction are dependent primarily on elements.
- Nonverbal cues act as a gauge of the power and status of persons as they interact and provide various other types of information about ourselves to others.
- Sensitivity to nonverbal differences between cultures and co-cultures facilitates intercultural communication.

332: Interpersonal Communication Skills
F, S, SS. Prerequisite: None. Catalog Description: Analysis, exploration, and skill enhancement strategies for interpersonal communication in friendship, couple, family, and business relationships.

Dr. Eric Aoki
COURSE OBJECTIVES & LEARNING OUTCOMES
This course is designed to help you become more aware of the processes and nuances of interpersonal communication. A mentor of mine at the University of Washington, Dr. John Stewart (book author), helped to instill in me the value of becoming a more “responsible” communicator. This goal means that we must not only strive to be responsible in our communication with others, but we must also learn how to open channels to allow for “response-able” communication. To facilitate this process, course objectives include the following: 1. To become reflective of one’s interpersonal communication practices, 2. To increase understanding of communication processes and stages when interacting, building, and deteriorating relationships with others (e.g., family, friendship, work colleague, and romantic), 3. To learn an array of communication skills to enable more productive conversations with others in a variety of contexts (e.g., home, school, workplace, organizations, cyberspace), 4. To increase understanding of interpersonal communication as connected to issues of personal identity, social class, gender, and race, and 5. To understand power in relationships and ways of working through interpersonal conflict.

Dr. Karyl Sabbath
Course Overview:
The purpose of this course is to assist each of you in your understanding of the multifaceted aspects of communication competency in interpersonal relationships. Our learning process will involve the study of particular concepts and theories in interpersonal communication that are applied to informal and formal settings through class discussion, experiential activities, individual research, and analysis. Topics include communication competence, uncertainty reduction, perception of self and others, self-disclosure, cultural identity, verbal and nonverbal messages, relational development, and strategies related to conflict resolution, power and persuasion.

Learning Objectives:
- To assist you in achieving a better understanding of self and others through examination of the communicative process.
- To provide open discussions on how meaning is interpreted, created and managed through interpersonal communication.
- To improve your analytical and critical thinking skills.
- To provide you with opportunities to apply theoretical principles and concepts within your own interpersonal interactions.
- To enhance understanding and competency of effective & appropriate communication strategies.
- To assist you in the development of a repertoire of strategies for improving dyadic communication, cultural and cross-cultural communication, positive relational connections, and honest assessment of self and others.
- To provide an opportunity to make interpersonal community connections and to apply such connections to relevant theories through case study writing.
- To provide an opportunity to further your understanding of relevant research findings and perspectives in the study of interpersonal communication.

Ms. Kristin Slattery
Course Objectives:
This course is designed to help you become more aware of the processes and nuances of interpersonal communication. The authors of this text assert that, “the quality of your communication is directly correlated with the quality of your life.” I think you will find throughout the course of this semester that this assertion holds true. Interpersonal communication skills are fundamental to success in life. We will focus on 1) Becoming aware and
reflective of our own communication practices, 2) Increasing our understanding of communication processes and stages, 3) Learning skills necessary for more productive conversations with others and in a variety of contexts (home, school, workplace, organizations, online), 4) Understanding that interpersonal communication is connected to issues of identity, and 5) Understanding power in relationship and ways of working through conflict.

**Dr. John Crowley**

**Course Goal:**
We are social beings. One of the fundamental human drives is the desire to feel integrated within social networks and we accomplish this through interpersonal communication. It is no surprise, then, that success in interpersonal relationships plays an important role in our experience of happiness, satisfaction, and general well-being. Interpersonal communication is a driving force of our relational development. It is the basis upon which relationships initiate, develop, succeed, or ultimately fail. Yet, surprisingly little cultural or social emphasis is placed on critically investigating our own and others’ interpersonal communication. This class introduces students to fundamental theories of interpersonal communication. Throughout the semester, we will review a range of topics related to interpersonal communication – such as how culture, gender, and the perceptions of self and other influence our interpersonal communication. We will evaluate interpersonal theories, apply their principles to our everyday interpersonal encounters, and generate questions to guide future research. The specific objectives of the course are included below:

**Course Objectives:**
1. Students will be introduced to theories of interpersonal communication
2. Students will practice relating these theories to their personal and social relationships
3. Students will conduct empirical research applying theory to investigate interpersonal communication phenomenon
4. Students will deepen their skills in interpersonal communication through increased awareness of automaticity and critical self-reflection

**333: Professional Communication**

**F, S, SS. Prerequisite: SPCM 200. Catalog Description:** Technological, interpersonal, and ethical dimensions of professional communication, emphasizing interviews, teams, and presentations at work.

**Dr. Karyl Sabbath**

**Learning Objectives:**
- To introduce you to the particular roles of communication in business and professional settings.
- To increase your ability to evaluate communication carefully and critically, and to understand the motives, objectives and effects of communication in situations particular to the professional world.
- To assist you in developing your confidence and competence in oral and nonverbal communication.
- To equip you with skills in problem-solving, researching, listening, and developing effective presentations.
- To improve your ability to develop cogent arguments.
- To improve your basic understanding of the use of visual aids and delivery techniques.
- To assist you in clarifying the fundamental differences between informing and persuading.
- To increase your understanding of the definition and development of organizational culture.

**Dr. Elizabeth Williams**

**Course Description:** This course focuses on the technological, interpersonal, and ethical dimensions of professional communication. Specifically, in this course you will wrestle with what it means to be a professional and how communication both constitutes and signifies professionalism. Throughout the course you will participate in interviews, team activities, and make presentations. These exercises are designed to help you hone critical work skills while encouraging you to articulate what it means to be professional.

**Course Objectives:** At the end of this course you should be able to:
- Articulate and make arguments about what it means to communicate professionally.
- Demonstrate appropriate personal communication skills.
- Prepare for and conduct an interview.
- Contribute to and lead team meetings.
- Develop, organize, and deliver effective individual and team presentations.
334: Co-Cultural Communication
F, S, SS. Prerequisite: None. Catalog Description: Cultural concerns of communication among co-cultures of United States; diversity; self-awareness as cultural imperative for enhanced communication.

Dr. Eric Aoki
COURSE DESCRIPTION & LEARNING OBJECTIVES
You have likely heard the words “cultural diversity” discussed at work, at school, or even on the evening news. In an ever-increasing global and technological world, diversity (as fact) makes for an interesting study of attitudes, beliefs, values, and behaviors regarding cultural relationships. The primary objective of the course is to provide students with an understanding and appreciation of cultural diversity communication within the United States (e.g., ethnic, gender, social class, political, sexual orientation, (dis)abilities/handicapped, religious, and alternative co-cultures) and to open up channels of dialogue for discussing and analyzing a variety of cultural situations, conflicts, and traditions negotiated within the United States (i.e., U.S. co-cultural groups/issues), but inevitably in the larger global culture too.
The FOUR ANCHORING THEMES of this course in co-cultural communication include issues of human AGENCY, IDENTITY, VOICE, and (RE)PRESENTATION. These themes can also help keep your research essays/papers and discussion comments anchored in communication.
Specific course objectives include: (1) to become reflective about one’s own cultural social-standing and cultural influences (i.e., the self-awareness cultural imperative), (2) to increase understanding and sensitivity to the array of co-cultures in the U.S., (3) to increase understanding of cultural communication processes and issues, (4) to practice diversity discourse skills necessary to work through public forums and conflict deliberations as well as to communicate more thoughtfully and effectively in cultural interactions, (5) to enhance understanding of communication as connected to issues of identity such as social class, gender, sexual orientation, (dis)abilities, and race, (6) to become critical consumers of popular culture (re)presentations, and (7) to understand better the role of the United States of America as one prototype of many multicultural/diverse societies.
The learning objectives are met through the interstices of research papers, examinations, lecture note-taking, engaged discussions, in-class activities, professional group presentations, and homework activities. Please note: there are two hours of out-of-class work required each week for each credit (e.g., readings required, research time and preparation for papers, homework exercises, etc.). So, this formula is a total of 6 hours per week of out-of-class work for this 3-credit class.

335: Gender and Communication
F, S, SS. Prerequisite: None. Catalog Description: Analysis and exploration of communication as it relates to gender and women’s and men’s roles and identities.

Dr. Jennifer Bone
Course Description
This course is organized around a series of topics designed to help us understand the relationship between gendered constructs and communication. Each topic is intended to provide students an understanding of the ways in which language functions to create or prohibit identities, the ways in which communication is used differently and similarly between genders, and the ways in which some communication practices may be unique to both men and women. The topics are often personal, and connect to our own daily experiences.
Course Objectives
• Students will become more conscious of the ways in which symbols have been used to create particular identities
• Students will explore and evaluate the ways gender can affect communication styles and practices
• Students will identify and evaluate communication generated and used by men and women to create positive identities and to challenge or revise prescribed social roles
• Students will hone their critical thinking skills
Dr. Greg Dickinson
Course Description: In this class we will explore the relations between gender and communication. Together we will explore fundamental aspects about who we are and why we are that way—namely who we are as gendered beings. By the end of this course you will better understand communication, gender, and, perhaps most importantly, yourself and your world.
Course Goals: The course has three major goals.
• Enhance Knowledge about Gendered Communication: While each of us comes to this class with some understanding of the relations of gender and communication, we will work to refine this knowledge. In particular we will move beyond simple constructions and reductionist bi-polar models of gender. Further, we will trace the interactions among gender, sex, sexuality, race, ethnicity, and class.
• Develop Analytical Skills: We will apply our growing knowledge of communication and gender to particular interactions, texts, cultural events, and social structures, helping us develop well-honed analytical skills.
• Practice Communication: We will reinforce both written and oral skills through in-class discussions, short papers, and research essays.

Dr. Cindy Griffin
Course Goals and Outcomes
The issue on which this class focuses is the relationship between women, men, gender and communication. The course is designed to explore two general areas: conceptual foundations in the study of gender, and gendered communication in practice. Each area is designed to give students an understanding of the ways in which language functions to create or prohibit identities, the ways in which communication is used differently and similarly between genders, and the ways in which some communication styles and practices may be unique to gender. The course also is designed to assist students in appreciating and understanding gendered communication not only as it relates to heterosexual women and men, but also as it relates to LGBTQ women and men. The topics are often personal, and connect to our own daily experiences. The outcomes of this class are that students will:
• Become more conscious of the ways in which symbols have been used to create particular identities for women and men;
• Explore and evaluate the ways that social constructions of gender can affect communication styles and practices;
• Identify, understand and reflect on our own gendered communication styles and patterns, the ways we conform to gendered expectations and the ways we might challenge them.

Dr. Katie Gibson
Course Description
This course is organized around a series of topics designed to help us understand the relationship between gendered constructs and communication. Each topic is intended to provide students an understanding of the ways in which language functions to create or prohibit identities, the ways in which communication is used differently and similarly between genders, and the ways in which some communication practices may be unique to both men and women. The topics are often personal, and connect to our own daily experiences.

Course Objectives
• Students will become more conscious of the ways in which symbols have been used to create particular identities
• Students will explore and evaluate the ways gender can affect communication styles and practices
• Students will identify and evaluate communication generated and used by men and women to create positive identities and to challenge or revise prescribed social roles
• Students will hone their analytical skills

Ms. Elizabeth Meyers-Bass
Course Description: This course is organized around a series of topics designed to help create an understanding of the relationship between gendered constructs and communication. Topics are intended to provide a framework as to how language functions to create and/or prohibit identities, the ways in which communication is used differently/similarly between genders, and the ways in which some communication practices may be unique to men and/or women. Discussions in the class may become personal as we connect them to our daily experiences. Please respect the privacy of your fellow classmates.

Course Objectives:
• Students will become more conscious of the ways in which symbols have been used to create specific identities.
• Students will explore and evaluate the ways gender can affect communication styles and practices.
• Students will identify and evaluate communication generated and used by men/women to create positive identities and to challenge or revise prescribed social roles.
• Students will sharpen their critical thinking skills and develop tools to embrace and respect differences within roles.

341: Evaluating Contemporary Television
F, S, SS. Prerequisite: None. Catalog Description: Rhetorical standards applied to content, ethical and artistic aspects of American televised discourse, emphasizing nonentertainment programming.

Mr. Kurt North
COURSE OBJECTIVES:
• Students will be introduced to the industrial, visual, storytelling, and representational contexts of contemporary U.S. television.
• Students will learn the critical tools needed in order to understand and evaluate contemporary television.
• Students will closely examine the first season of Friday Night Lights (FNL) in order to trace the story structure of—and viewers’ evolving relationship with—a television show over an entire season.
• Students will leave the course with an expanded critical vocabulary which will allow them to be less passive and more active consumers of television texts.
• Students will demonstrate the ability to apply and synthesize course concepts & materials in order to analyze and interpret TV in general, and make coherent arguments about Friday Night Lights in particular.

Amanda Wright
Course Description/Objectives
In this course, you will be introduced to the visual, storytelling, and industrial contexts of contemporary U.S. television. You will also learn the tools to effectively understand and evaluate the texts of this dynamic medium. Television as we know it is in the midst of a transitional period wherein evolving technologies and niche programming are altering not only what we view, but how we watch it. This course offers a snapshot of current issues at play during this challenging time.

While we will screen different types of television shows throughout the semester, our critical focus will be on the first season of a remarkable drama: Friday Night Lights. Less about football than the population of the Texas town that lives and breathes it, FNL offers not only excellent examples of many of the visual and narrative techniques deployed in contemporary television, but also gives us an opportunity to examine the story structure of—and our evolving relationship with—a television show over an entire season. Through relevant readings, close viewings of episodes, and critical analysis, we’ll take a comprehensive look at how TV can and does function on multiple levels—as entertainment, education, as well as social and political commentary. Finally, we’ll expand our critical vocabulary and hone our analytical skills by reading and writing about television from varied perspectives as a means to be less passive and more active media citizens.

This class will be conducted in a lecture/discussion format, so that we can carry on a dialogue about the various texts we read and see, asking and challenging each other. To make this an effective dialogue, you are expected to

Despite its ubiquity and influential power as a cultural form, television has often been overlooked and even dismissed as little more than a diversion in our everyday lives. As a result, the experience of watching TV has frequently been compared to other “leisure activities” in which participants — far from being mentally engaged — can let their minds rest (or wander) and momentarily “escape” the real world. However, it is because of its ubiquitous presence in our lives that television demands scrutiny, particularly with regard to the means by which it generates both consensus and debate about matters of great political and social importance. In this course, we will take television seriously as a popular and persuasive force, one that is capable of narrative complexity and thematic profundity as well as artistic preeminence in this age of digital media, mobile viewing, online file sharing, and instant Internet access to classic programs of yesteryear.

Over an eight-week period we will examine the history and cultural significance of “cult TV” and “quality TV,” two mutually impacting modes of televisual production and reception that have undergone many changes since the advent of the medium in the late 1940s. Major case studies include classic and contemporary examples of cult TV and quality TV, such as Twilight Zone, Star Trek, Doctor Who, Twin Peaks, The X-Files, Buffy the Vampire Slayer, Freaks and Geeks, The Sopranos, The Wire, 30 Rock, Dexter, and Mad Men — the latter a breakout hit on AMC that will serve as an ongoing source of textual analysis and online discussion. To each class having read the assignments and ready to discuss the topic at hand, and you must be open to expressing your ideas while respecting the ideas of others. Screenings of video clips will supplement the class discussions, and while you should enjoy the screenings, please treat them seriously as educational endeavors.
Dr. Scott Diffrient
Description: This course introduces students to the field of television studies, providing the critical tools with which to analyze historically significant texts as well as contemporary productions from a variety of different perspectives.

Mr. Mark Saunders
Course Description and Objectives:
The purpose of this course is to introduce you to the basic concepts, forms, practices, functions, and policies that have guided the evolution and operation of television in the United States. We will examine developments in the programming, industrial and institutional structure, regulatory oversight, technological innovation, and cultural significance of television. We will regularly watch television programming as part of our sessions and include these texts as part of our broader understanding of the medium. In this course, students will:
a) recognize the economic pressures, industrial practices, technological shifts, and regulatory policies that shape American television.
b) evaluate television programming as a complex form of cultural production with its own set of formal rules and aesthetics.
c) critically examine the social and political power of television, its institutions, and its representational practices within our culture.

342: Critical Media Studies
F, S, SS. Prerequisite: None. Catalog Description: Analysis of communication media: history, structure, regulation, policy and impact on society.

Ms. Cara Buckley
Course Objectives:
It is likely safe to say, at this point in our human history, that we live in a mediated culture. Given the significant (and some might even say vital) role that the media plays in our lives, it is more important than ever that our citizenry be savvy, critical consumers of it. This means moving beyond entertainment/pleasure (though, of course, never abandoning it completely) into an analysis of the various ways that media shapes us as humans so that we can be better prepared to deal with the negative effects of our media as well as better understand and enjoy the positive things it can offer our society. By the end of our class you should have: 1. a clear understanding of the theories central to understanding and critically analyzing media; 2. an ability to critically apply these theories to various types of media; 3. a better sense of your responsibilities as a citizen in an increasingly mediated world; 4. enhanced communication skills in both written and spoken form.

Dr. Hye Seung Chung
Description: This course is designed to introduce students to a wide array of critical approaches to the analysis of cinematic, televisual, and popular culture texts and practices. Scholars working within the field of critical media studies have the task of observing, commenting on, criticizing, and translating filmic, electronic, digital, and print media cultures, both to the academic community and to the public at large. To this end, we will study various theoretical traditions with a focus on their utility for making sense of cultural productions in the era of media convergence, globalization, and transnational flows. Rather than limit ourselves to a single form of media, we will explore the often-hidden structures of meaning and power embedded in various cultural productions, including Disney’s animated films, Barbie dolls, reality television series, and YouTube videos.
Before the midterm, we will discuss the ideas and writings of key thinkers in critical media studies, including Douglas Kellner, Stuart Hall, bell hooks, John Caldwell, Edward Herman, and Noam Chomsky. Doing this will help to build a conceptual foundation for your group projects and textual analyses throughout the second half of the semester. After the midterm, our attention will be directed to cultural representations of children, teens, racial/ethnic minorities, women, gays and lesbians, and (military) masculinity in mainstream U.S. media. Class discussions will be tied to a wide range of clips from recent documentaries and institutional videos, popular television shows (such as MadTV, The Daily Show, Sex and the City, South Park, How I Met Your Mother, Grey’s Anatomy, 30 Rock, and Glee), and contemporary motion pictures (such as Thelma and Louis, Do the Right Thing, Crash, Something New, and Redacted). Students will be introduced to the basic components of cultural studies, and will be asked to adopt varying perspectives on political economies, textual readings, and audience reception. Ultimately, the goal is to furnish the rhetorical techniques and critical skills necessary to become better informed and more engaged consumers of films, television shows, advertisements, audio recordings, computer games, and online material (YouTube, podcasts, blogs, etc.).
346: Virtual Culture and Communication
F, S, SS. Prerequisite: SPCM 100 or SPCM 342. Catalog Description: Rhetorical theory applied to planning, producing and evaluating computer-mediated messages.

Dr. Nick Marx
Course Description:
This class introduces key concepts in media and cultural studies as they relate to new media communication such as the Internet, mobile and social media, and other digital platforms. We will briefly trace the history of these media, explain some of their basic technological and industrial infrastructures, and examine their role in social life, including identity and community formation and performance, formal and vernacular politics and policies, and their involvement in popular and participatory cultures. More broadly, students are encouraged to think about the way course concepts connect with their own daily usage of new media. What, for example, is “new” about new media? Which technological practices and social protocols do they replace? Which do they replicate? How is an online social network qualitatively different from a group of people who simply know each other? Do Facebook and Twitter promote self-actualization, democracy, and even revolution? Or are they creating “a vain generation of self-obsessed people with a child-like need for feedback?”

Course Objectives:
In this course, students will:
• Gain command of several critical approaches to digital media and associated research methodologies;
• Be able to analyze digital media in relation to at least one central course theme;
• Recall key elements of the social, cultural, political, and technological history of digital media;
• Be able to use several contemporary online sites or services professionally and/or socially.

347: Visual Communication
F, S, SS. Prerequisite: SPCM 100 or SPCM 342. Catalog Description: Media/visual aesthetics and literacy and the symbolic and affective dimensions of the codes, conventions and formulas of media.

Dr. Tom Dunn
Course Goals and Intended Learning Outcomes
Visual Rhetoric is part of our everyday lives. Whether it is a televised campaign speech, a print advertisement, a piece of art, or the design of a website, visual symbols play a major role in persuading us. Visual rhetoric moves us to accept new ideas, it encourages us to spend our money, it shapes our beliefs and invites us to understand ourselves and our communities in particular ways. This course is designed to introduce you to key concepts and major theories of Visual Rhetoric and to increase your visual literacy so that you may become a more skilled consumer of the visuals that aim to influence you each day. By the end of the course you should be able to:
• Explain key issues and core concepts in the Visual Rhetoric literature.
• Understand the role of visual persuasion in politics, advertising, social change, and the everyday.
• Recognize how (re)presentations of race, class, gender and sexuality are embedded in our visual culture.
• Be a more skilled consumer of visual rhetoric.

Dr. Katie Gibson
Course Goals and Learning Outcomes
Visual Rhetoric is part of our everyday lives. Whether it is a televised campaign speech, a print advertisement, a piece of art, or the design of a website, visual symbols play a major role in persuading us. Visual rhetoric moves us to accept new ideas, it encourages us to spend our money, it shapes our beliefs and invites us to understand ourselves and our communities in particular ways. This course is designed to introduce you to key concepts and major theories of Visual Rhetoric and to increase your visual literacy so that you may become a more skilled consumer of the visuals that aim to influence you each day. By the end of the course you should be able to:
• Explain key issues and core concepts in the Visual Rhetoric literature.
• Understand the role of visual persuasion in politics, advertising, social change, and the everyday.
• Recognize how (re)presentations of race, class, gender and sexuality are embedded in our visual culture.
• Be a more skilled consumer of visual rhetoric.
349: Freedom of Speech
F, S, SS. Prerequisite: None. Catalog Description: Historical and philosophical precedents to freedom of speech; development of free speech principles in the U.S.; ethical obligations of speakers.

Ms. Elizabeth Meyers-Bass
Course Description
This course explores case law and theories surrounding freedom of speech in the United States. We will approach the issue from a legal argument perspective, developing an understanding of how the judicial appellate system works and how courts develop decisions that are able to carry the power of persuasion within them. Ultimately, we will examine whether free speech law has kept pace with developing communication theory and technology and whether the present approach to free speech jurisprudence guarantees freedom of speech for all.
Credit Hours: 3-0-0
Course Objectives
- Understand case law and theories surrounding freedom of speech in the United States.
- Understand how the judicial appellate system works to establish consistency in the application of First Amendment protection.
- Understand the structure of legal arguments and their ability to exercise persuasive power.
- Develop an informed opinion on whether:
  - Free speech law has kept pace with communication theory and technology;
  - The present approach to free speech jurisprudence guarantees free speech for all.

Dr. Matt Dunn
Course Description
This course examines the constitutional, statutory, and case law affecting the communication professions. A broad range of free speech issues are considered, including blasphemy, broadcasting, commercial speech, copyright, defamation, fighting words, free press/fair trial, hate speech, heresy, incitement, obscenity, political speech, pornography, prior restraint, privacy, public forums, special settings (schools, prisons and the military), symbolic speech, threats, and time-place-manner restrictions.

Dr. Ann Gill
COURSE OBJECTIVES:
- Understand the history and development of freedom of speech in the United States
- Gain a general understanding of the process whereby the meaning of the First Amendment is determined
- Know the current status of free speech rights as set out in legislation and defined by the court
- Appreciate the importance of individual responsibility in the exercise of free speech rights
- Develop a life-long interest in free speech issues
- Improve critical-thinking skills

350: Evaluating Contemporary Film
F, S, SS. Prerequisite: None. Catalog Description: Theory and development of film criticism; application of critical approaches to modern fiction and nonfiction film.

Mr. Mark Saunders
INTENDED LEARNING OUTCOME GOALS FOR THE COURSE:
This course is designed to provide an introduction to the elements of film style and communication. It will focus exclusively on narrative film (that is, fiction films with a story at their center). In the process, we will discuss the major building blocks of film expression, such as shot composition, editing and sound, along with the elements of screen storytelling and acting. Finally, we will consider the ideological messages of movies. Although a few of the films screened this semester are from outside the United States, our concentration will be on U.S. films and filmmakers.
The class will be conducted in unit sections, consisting of: lecture, readings in the text and articles posted on RamCT, Powerpoint slides, example clips, and films to be viewed during the lab or on your own. Your responsibility is to read, watch, write and discuss what you are learning along the way so that we can carry on a dialogue about the various texts we read and see, asking questions and challenging each other. To make this an effective dialogue, you are expected to participate in discussions two times a week, discussing the topic at hand, and you must be open to expressing your ideas while respecting the ideas of others. Questions about the films, example
clips and their discussions will appear on the exams. You should enjoy the film screenings, but also remember that they are educational endeavors. Taking notes during screenings is strongly encouraged.

Classes in the liberal arts tradition are often challenged with questions of relevancy, much like movies themselves. While films can be “just entertainment,” they are also a central feature of our shared popular culture and individual memory (why do people frequently say they love or hate movies – why such primal emotions for something that is “just entertainment”?). This class gives you the tools to understand how filmmakers achieve certain effects and how meaning is made visually and aurally (knowledge that we have instinctively learned over time). As an introduction to film study, you can build on this class to explore the cultural and historical dimensions of movies, or simply appreciate and enjoy movies more deeply; like understanding a particular sport, knowing more about a subject can help enhance your pleasure. I hope you make the most of this opportunity.

**LEARNING OBJECTIVES:**
- Comprehension of the elements of visual and aural film style, including terminology and their effects.
- Understanding of the role of editing and dominant Hollywood narrative film practices.
- A consideration of the aesthetics & historical evolution of film acting.
- Understanding of various narrative film story structures, including major genres.
- An introduction to the ideological dimensions of movies.

**Dr. Hye Seung Chung**

**Description:** How do we “evaluate” contemporary cinema? With what criteria do we measure the aesthetic or cultural value of individual films? This course explores basic film theory, styles, and modes of criticism, and introduces students to the formal ways to critique and appreciate the medium. Ultimately, this course aims to 1) cultivate engaged and critical spectatorship and 2) consider international films produced in response to Hollywood’s commercialized standards and formal conventions.

This course is designed to introduce students to the stylistic complexity and thematic richness of what might be labeled “global cinema.” Taking the end of the Cold War as our starting point (a period of the mid-to-late 1980s roughly coinciding with the rise of globalization and the opening of world markets), we will trace the recent history of various film cultures within and across national borders. In addition to ranging widely over European contexts (Austria, Denmark, France, Germany, Italy, Poland, Spain) and Asia-Pacific contexts (Mainland China, Hong Kong, Japan, South Korea, New Zealand), we will explore cinematic trends in developing nations (Iran, Mexico, Republic of Macedonia, Romania, Senegal). By surveying the breadth and depth of new or emergent cinemas around the globe, students will be exposed to a variety of different cultural traditions, indigenous movements, regional concerns, and social formations unique to the given case studies. We will also develop a deeper understanding of the ways in which the medium of motion pictures has been used by gifted filmmakers to address political issues while expanding this art form’s aesthetic and narrative capabilities.

Attention will be paid not only to the cultural and historical contexts in which these critically lauded motion pictures were produced and distributed, but also to the significance of film form and film style in the communication process. We will look at various aspects of mise-en-scène (setting, costumes, lighting, figure expression, movement, color design, etc.) as well as the principles of narrative construction that inform our “reading” of these films as “texts.” By focusing on the constituent parts of cinematic signification in detail, students will become better equipped to sort through the oftentimes contradictory meanings of works that might “speak” to audiences differently, depending on their cultural background, political affiliation, sexual orientation, etc. NOTE: All films will be screened in their original language with English subtitles.

**Ms. Elizabeth Sink**

**COURSE GOALS:**
This course is designed to provide an introduction to the elements of film style and communication. It will focus exclusively on narrative film (that is, fiction films with a story at their center). In the process, we will discuss the major building blocks of film expression, such as shot composition, editing and sound, along with the elements of screen storytelling and acting. Finally, we will consider the ideological messages of movies. Although a few of the films screened this semester are from outside the United States, our concentration will be on U.S. films and filmmakers.

The class will be conducted online, obviously, in unit sections, consisting of: an opening video lecture, readings in
the text and articles posted on Blackboard, powerpoint slides, example clips, and complete films to be viewed. Your responsibility is to read, watch, write and discuss what you are learning along the way. so that we can carry on a dialogue about the various texts we read and see, asking questions and challenging each other. To make this an effective dialogue, you are expected to participate in discussions two times a week, discussing the topic at hand, and you must be open to expressing your ideas while respecting the ideas of others. Questions about the films, example clips and their discussions will appear on the exams. You should enjoy the film screenings, but also remember that they are educational endeavors. Taking notes during screenings is strongly encouraged. Classes in the liberal arts tradition are often challenged with questions of relevancy, much like movies themselves. While films can be “just entertainment,” they are also a central feature of our shared popular culture and individual memory (why do people frequently say they love or hate movies – why such primal emotions for something that is “just entertainment”?). This class gives you the tools to understand how filmmakers achieve certain effects and how meaning is made visually and aurally (knowledge that we have instinctively learned over time). As an introduction to film study, you can build on this class to explore the cultural and historical dimensions of movies, or simply appreciate and enjoy movies more deeply; like understanding a particular sport, knowing more about a subject can help enhance your pleasure. I hope you make the most of this opportunity.

LEARNING OBJECTIVES:

- Comprehension of the elements of visual and aural film style, including terminology and their effects.
- Understanding of the role of editing and dominant Hollywood narrative film practices.
- A consideration of the aesthetics & historical evolution of film acting.
- Understanding of various narrative film story structures, including major genres.
- An introduction to the ideological dimensions of movies.

354: History and Appreciation of Film

F, S, SS. Prerequisite: None. Catalog Description: Screening and evaluation of landmark fiction and nonfiction films: assessment of cinema as an art form and a social force.

Dr. Hye Seung Chung

This course surveys over one hundred years of American film history from the earliest screenings in vaudeville theaters through the birth of the feature-length motion picture to the rise of blockbusters and “indie” movies in the age of home video. The semester will be divided into five stages, offering detailed explorations into:

[1] Early cinema and the silent era (1894-1927) [2]
The studio system era (1927-1949)

Besides covering the major motion picture studios and the tripartite model of vertical integration (production, distribution, and exhibition), we will examine key American film genres, directors, and stars as well as technological developments (sound, color, widescreen, etc.) and historical contexts (the Great Depression, World War I, World War II, the Cold War, the Civil Rights movement, the Vietnam War, Watergate, etc.). Students need not be familiar with theoretical concepts and analytical approaches prior to taking the course. However, by the end of the semester you will be expected to demonstrate a comprehension of critical terminology, film authorship and genres, and formal/stylistic/narrative systems.


S. Prerequisite SPCM 342 or SPCM 350 or concurrent registration. Catalog Description: Asian representations in the U.S. media from the 19th century to the present.
357: Film and Social Change

F. Prerequisite: None. Ways in which the medium of motion pictures has sparked significant social changes at home and abroad.

**Dr. Hye Seung Chung**

Description: The course examines the relationship between film and social change through two major historical and critical paradigms: New Hollywood and Third Cinema. Throughout the first half of the semester, students will explore the radical changes taking place in Hollywood cinema between 1967 and 1975. Those changes are reflective of the revolutionary politics of the time, including the antiwar, civil rights, and feminist movements. We will watch and discuss the films of iconoclastic directors such as Arthur Penn (*Bonnie and Clyde*), Mike Nichols (*The Graduate*), Robert Altman (*M*A*S*H*), and Francis Ford Coppola (*The Godfather*), framing their work in relation to youth culture, the sexual revolution, changes to industry censorship, antiestablishment sentiments, and revisionist images of race and ethnicity. Then, throughout the second half of the semester, our focus will shift to the concept of “Third Cinema,” a term that was coined by the Argentinean filmmakers Fernando Solanas and Octavio Getino in 1969, and which remains useful as a signifier of revolutionary, politically committed cinemas from Africa, Latin America, and Asia. Instead of exclusively focusing on films from formally colonized, economically stratified nonwestern societies, we will draw parallels between Third Cinema abroad and at home through a series of comparative case studies: [1] Cinematic Revolution, from Colonial Algeria to New York City (Gillo Pontecovo’s *The Battle of Algiers* and Spike Lee’s *Do the Right Thing*); [2] Outcasts and the Alienated, from Aboriginals to Native Americans (the New Zealander social problem film *Once Were Warriors* and the independently produced Native American comedy *Smoke Signals*); [3] The Indian Diaspora, from Birmingham to Mississippi (the British Indian female road movie *Bhaji on the Beach* and the Black-Indian romance *Mississippi Masala*); and [4] Human Rights Documentaries, from South Korea to the United States. In gaining exposure to international co-productions and American independent films, students will come to understand the importance of more inclusive, expansive definition of Third Cinema in a globalizing, postcolonial world.

**Dr. Scott Diffrient**

This course is designed to introduce students to the ways in which motion pictures have sparked significant social changes at home and abroad. Focusing on narrative fiction films as well as documentary features and shorts, students will be asked to consider the relationship between artistic expression, cultural diffusion, societal impact, and political efficacy in an age of contested meanings and ideological entrenchment. Human rights, as outlined in the Universal Declaration of Human Rights (adopted by the U.N. General Assembly on December 10, 1948), are the “rights and freedoms to which all humans are entitled.” Any cultural production purporting to be rooted in human rights issues or discourses subscribes to this underlying principle that everyone — regardless of race, ethnicity, gender, and sexual orientation — is endowed with certain entitlements by reason of being human. Although such works have been produced for decades, only in recent years have there been a significant number of films that pivot on the struggles or challenges faced by individuals whose fundamental rights as human beings have been either threatened or trampled upon by forces beyond their control. Over the course of the semester, students will be introduced to a series of contemporary motion pictures dealing with human rights issues, from documentaries about the 1973 Chilean coup d’état to short films about military slavery and wartime rape to feature-length works about political refugees and asylum seekers. We will frame human rights cinema as a discursive category of filmmaking, one whose roots stretch back to Depression-era “social problem films” (1930s) and which increasingly relies on organizations such as Amnesty International and Human Rights Watch for financing and distribution. By the end of the semester, students will grasp the historical contexts that not only gave rise to human rights violations but also made possible the production of independent and studio-backed films that seek to remedy social problems of the past and present. In addition to examining the political backdrops against which several historically important films emerged, students will gain proficiency in analyzing those films’ aesthetic and formal traits while becoming more sensitively aligned with the struggles and sufferings of people beyond U.S. borders.
358: Gender and Genre in Film
S. Prerequisite: SPCM 350 or concurrent registration. Gender relations in film genres.

378: Communication and the Virtual Workplace
F, S, SS. Prerequisite: None. Interpersonal/organizational dimensions and communicative processes underpinning virtual/remote/distributed workers and workplaces.

Ms. Elizabeth Meyers-Bass
COURSE DESCRIPTION AND QUESTIONS THIS CLASS WILL HELP YOU ANSWER:
From email to ebay, much of our lives are spent in cyberspace/virtual culture/ cyberculture, or the Net. Our 'wired and wireless world’ is founded in new communication and information technologies but our new Web 2.0 relationships, selves, organizations and communities are constructed and sustained through communication practices. On so many levels, we are our communication and our technological choices and practices speak volumes about what we hold dear, what we privilege, as well as who we and our world get to be.

This class examines the interpersonal/organizational dimensions and communicative processes underpinning virtual/remote/distributed workers and workplaces. As such, it asks us to consider and begin to respond to the following questions:
1. What are the underlying philosophies of the web 2.0 world and how are they creating new forms of technology, work and organization?
2. What impacts can we expect from current and future technological and communicative choices on the ways we organize societally, culturally and globally?
3. What technological, organizational and communicative skills are necessary for working successfully in a distributed/virtual/remote collaborative team and workplace?

Dr. Elizabeth Williams
Course Description: This class examines the interpersonal/organizational dimensions and communicative processes underpinning virtual/remote/distributed workers and workplaces. As such, it asks us to consider and begin to respond to the following questions: a) What are the underlying philosophies of the web 2.0 world and how are they creating new forms of technology, work, and organization? b) What impacts can we expect from current and future technological and communicative choices on the ways we organize societally, culturally, and globally? c) What technological, organizational and communicative skills are necessary for working successfully in a distributed/virtual/remote collaborative team and workplace?

Course Objectives: At the end of this course you should be able to:
- Explain the influence of technology on work practices and places.
- Articulate the issues inherent in working virtually.
- Recognize successful virtual workplace practices.
- Analyze your own communicative experiences in virtual spaces.

401: Rhetoric in Social Movements
F. Prerequisite: None. Case studies of campaigns and social movements; genesis, leadership, and use of traditional and electronically mediated rhetoric to achieve objectives.

Dr. Jennifer Bone
Course Description
This course examines social movement discourses and its attempts to influence belief and action. We will focus our attention on how social movement leaders and their speeches helped shape a movement. We then investigate how diverse forms of persuasive discourse—letters, YouTube videos, posters, songs, art, performance, physical bodies, street protest, and more—contribute to building and sustaining a movement. Rhetorical theories will help guide the analysis and criticism of social movement artifacts, which results in a better understanding of the particular movement and the dynamics of social and political movements more broadly.
Course Objectives
• Recognize important social movement leaders and their contribution to the creation and maintenance of each movement.
• Expose students to examples of significant social movement communication, focusing on the ways in which movements form, coalesce, and act rhetorically.
• Teach students how to research social movement artifacts and critically evaluate social movement communication in order to become more engaged voters and citizens.
• Practice skills needed for democratic citizenship: reading, writing, speaking, listening, historical reflection, and critical engagement.

Dr. Tom Dunn
Course Description:
SPCM 401 investigates the rhetorical dimensions of a widely influential and evolving form of civic engagement that has greatly shaped U.S. and global politics — social movements. Social movements are regularly defined as large, semi-organized, non-institutional collections of people who seek changes in or the rearrangement of society. Many disciplines study social movements — including political science, sociology, and psychology - but this class focuses on the role rhetoric plays in the development and maintenance of social movements, as well as efforts to limit or constrain them.
During this course, we will address six primary questions regarding the rhetoric of social movements:
1) What are social movements? 2) In what ways do rhetoricians study social movements? 3) What kind of problems and challenges do social movements face while inaugurating and sustaining their activities? 4) How is rhetoric used to mitigate and remedy these challenges to social movements? 5) How does public authority seek to limit or counteract the rhetoric of social movements? 6) What does social movement rhetoric look like in the 21st century? By the end of the course, students should acquire theoretical, historical, and practical insights about social movements that they may apply in both their own research and civic engagement.
Course Objectives:
Upon the successful completion of this class, students should be able to:
• Define and characterize social movements
• Recognize the rhetorical dimensions of social movements and how rhetoricians study them
• Analyze the rhetoric of social movements and their members
• Analyze public authority and it’s methods of constraining social movements
• Discuss contemporary and emergent issues in social movement rhetoric and project some lessons about social movement theory and practice for the 21st century.

Dr. Katie Gibson
Course Goals and Objectives
This course investigates the role played by communication in process of social change. We will examine the rhetoric of social movements from a variety of theoretical perspectives and explore case studies of specific rhetorical tactics and strategies to explore how persuasion operates in the advocacy and resistance of social change. This course will engage a wide range of communication issues including: the effective selection of rhetorical strategies, the silencing of protest, the construction of news, the effect of socially constructed problems on society and individual identity, the limits of free speech, and the current state of communicating social change. By the end of this course you should be able to:
• Explain key issues and core concepts in the Social Movements literature.
• Describe the role of communication in developing and sustaining social movements.
• Identify the constraints that confront social movements in America and explain how these constraints present social movements with difficult ethical and strategic choices.
• Appreciate the contribution of social movement actors to the American rhetorical legacy.

407: Public Deliberation
F, S. Prerequisite: SPCM200 and SPCM 207. Communication in collaborative decision-making and community problem-solving, examined through the lens of deliberative democracy.

408: Applied Deliberative Techniques
F, S. Prerequisite: Written consent of the instructor. Skills development and direct experience in convening, facilitating, and reporting public forums tied to Center for Public Deliberation activities.

Dr. Martin Carcasson
Center for Public Deliberation description. Deliberation is an approach to politics in which citizens, not just experts or politicians, are involved in public decision making. Working with trained facilitators who utilize a wide variety of specific deliberative techniques, citizens come together and consider relevant facts from multiple points of view; converse with one another to think critically about the various options before them; enlarge their perspectives, opinions, and understandings; and ultimately seek to come to some conclusion for action in the form of a reasoned public judgment. The art of public deliberation is as old as democracy itself, but has nonetheless enjoyed a significant renaissance in recent years. Dubbed by some as the “Deliberative Democracy Movement,” scholars in a variety of fields have turned their focus to understanding and furthering the scope and impact of public deliberation efforts. Deliberative democracy is of particular interest to communication scholars. Indeed, the art of deliberation in many ways represents the traditional heart of a rhetorical education spanning back to the classical Greek and Roman societies – how to make a public decision in a state of uncertainty and conflict that honors diverse perspectives.

The CSU Center for Public Deliberation was established in the Fall of 2006 in order to “promote the development of a vibrant deliberative democracy in Northern Colorado.” It serves first and foremost as an impartial resource for Northern Colorado, dedicated to “enhancing local democracy through improved public communication and community problem-solving.” The Center is affiliated with the National Issues Forum (NIF), the National Coalition of Dialogue and Deliberation, and the University Network for Collaborative Governance, and seeks to become a valued resource for the people on Fort Collins and Northern Colorado, especially with difficult and contentious issues.

CPD student associate program. Student associates working within the Center are trained to be impartial facilitators, process experts, and deliberative practitioners and help design, run, and learn from a variety of events in the local community. They receive 3 hours of SPCM408 credit their first semester and at least one hour of SPCM 486 credit for their second semester with the Center (students also have the option to do additional practicum hours and additional semesters for credit). The first semester will focus on securing an understanding of the research and theory connected to deliberative democracy, as well as developing skills on how to convene, facilitate, and report on deliberative forums. During their second semester, Center student associates will work individually or in groups on projects and help train the new students.

First semester students are known as “Student Associates” or SAs, and returning students are known as “Senior Student Associates,” or SSAs. During their second and subsequent semesters, SSAs can choose the number of SPCM 486 credits they will receive, with each credit hour equaling 40 hours of clock time over the semester. SPCM 486 counts as general electives, and by university rules students can have up to 18 hours of practicum credits count toward graduation as general electives. SSA’s do not come to class regularly, but should (as much as possible) keep that time frame open to attend as necessary.

By the end of their time as a student associate, students will:
• Be able to demonstrate knowledge of current theory concerning deliberative democracy and collaborative problem-solving
• Be able to demonstrate knowledge of a wide range of current deliberative techniques
• Have practical experience on developing, facilitating, and reporting on deliberative exercises in a local community
• Gain significant experience in facilitating small group discussions
• Have a strong understanding of the local public decision making process
411: Contemporary Speeches on American Issues
5. Prerequisite: None. Significant speeches and speakers as they reflect and affect issues, 1930 to present.

Dr. Carl Burgchardt
Learning Outcomes
After completing SPCM 411, students should be able to do the following:
1. Understand the historical contexts for significant U.S. speeches from the period 1930 to the present.
2. Appreciate the artistry and rhetorical significance of assigned speeches.
3. Analyze a single important oration, using the basic principles of traditional speech criticism.

412: Evaluating Contemporary Rhetoric
5. Prerequisite: None. Exploration and evaluation of contemporary persuasive communication in order to understand and assess a variety of forms of messages and symbols.

Dr. Jennifer Bone
Course Description and Objectives
This course is designed to foster critical analysis skills as applied to a wide variety of persuasive messages. As students learn the approaches that undergird each method of analysis, they will have the opportunity to apply those methods in the analysis of a variety of persuasive texts, including speeches, songs, visual artifacts, and so forth. Students will demonstrate their comprehension and apply their understanding of methods of rhetorical criticism via written essays, peer reviews, and in-class activities.

Course Goals and Objectives
• To understand basic methods for analyzing and evaluating persuasive artifacts.
• To explore various critical perspectives that contribute to a more sophisticated understanding and critique of messages.
• To develop proficiency in research and writing practices.

Dr. Karrin Anderson
Course Description
You may have heard the claim that “rhetoric creates reality.” Although sometimes taken as a commonplace among Communication scholars, this provocative contention has been contested since the inception of the rhetorical perspective. As Mark Lawrence McPhail explains in his book, Zen in the Art of Rhetoric, the birth of rhetorical studies in antiquity “was made difficult by the fact that rhetoric was relegated to the realm of opinions and appearances, and was thus made out to be at worst an enemy of ‘true’ reality, and at best a poor representation of it. This is most clearly seen in the physis-nomos antithesis of the ancient Greeks, in which . . . physis designated objective reality, and rhetoric was confined to nomos, where it could, if governed by reason help point to truth, but never discover or create it” (95). McPhail explains that over the centuries, rhetorical scholars progressed, undaunted, toward an understanding that “rhetoric does, in fact, both discover and create reality. . . . Epistemic rhetoricians have argued that all considerations of what we call ‘reality’ are fundamentally rhetorical, and that symbolic interaction forms the foundation of both social and material constructions of the world” (95-96).

In this class, we put the notion that “rhetoric creates reality” to the test, examining the ways in which communication constitutes us: as nations and communities, women and men, citizens and consumers, believers and skeptics. We take “rhetoric” to mean a broad array of discourses and texts, and we explore messages that are verbal and nonverbal, visual and aural, material and metaphoric, spatially constrained and diffuse. In addition, because complex constructs must be understood in their cultural and historical context, we sometimes will examine rhetorics of the past in order to more fully explore contemporary ideologies. Together we will become rhetorical critics and critical rhetoricians—both assessing and participating in rhetorical engagement.

Course Objectives
• Expose students to diverse examples of rhetorical engagement, focusing on rhetoric as a constitutive force.
• Teach students how to critically evaluate a broad array of rhetorical texts, so that you can more fully understand, and more productively engage, your communities, workplaces, and relationships.
• Develop critical reading, listening, and writing skills that will enable students both to perceive the complexities in discursive environments, and to participate, mindfully and rigorously, in the co-creation of relationships, communities, and culture.
415: Rhetoric and Civility
F. Prerequisite: None. Relationship between rhetoric and civility historically and in contemporary times.

Dr. Cindy Griffin
Course Goals and Outcomes
This course addresses the relationship between rhetoric and civility, and the practice of both in our everyday life. Its aim is to understand the contexts and ways in which civil rhetoric occurs in complex and difficult situations and the implications of that rhetoric for ourselves as individuals, members of communities, and even nations. The outcomes of this course are that students will:

- Understand the various definitions of rhetoric, civility, and incivility and the implications of using rhetoric for the purposes of both civility and incivility;
- Explore specific examples of civility and incivility in order to understand the nature and function of rhetorics of civility and incivility;
- Extend and apply the understanding of civility to current dilemmas and issues that face societies today.

420: Political Communication
F. Prerequisite: None. Rhetoric of political campaigns.

Dr. Karrin Anderson
Course Description
An important goal of liberal arts education in a free society is to support “engaged citizenship.” Students and educators work together to create a citizenry interested in the public good, broadly educated and exposed to a variety of opinions and perspectives, and equipped to put forth the personal effort required to sustain democracy. Some have argued that democracy is at risk in the United States. Critics point the finger at a host of culprits: apathetic, disenchanted, or uninformed voters; greedy special interests and inadequate campaign finance laws; corrupt politicians; jaded media corporations who cover politics with an eye toward their business interests. It is impossible to fully assess the political state of our Union (or dis-Union) without considering politics from a rhetorical perspective. Through communication, candidates reveal their character and political agendas. Voters form opinions about politics by watching television, reading newspapers and magazines, going online, and talking with friends and family members. News organizations filter and frame the political information citizens receive. Candidates reach out to constituents through social media. Many Americans form political opinions after viewing communication in entertainment contexts such as late night talk shows and comedy programs.

The purpose of this course is to promote engaged citizenship by exposing ourselves to the rhetoric of political campaigns and practicing the skills required to sustain democracy: participation, open-minded consideration, critical reflection, and the formation and justification of political judgment. We will examine political rhetoric, critically assessing the communication produced by political leaders, candidates, and campaigns (speeches, appearances, ads, Web pages, and debates), as well as the rhetorical nature of political journalism.

Course Objectives
- Provide an environment in which students can learn how to communicate about politics in a productive manner.
- Expose students to examples of significant political communication from the 20th and 21st centuries, focusing on the ways in which political discourse shapes national, group, and individual identity.
- Consider the evolving nature of “political speech,” given changes in audience and technological advances, and evaluate the impact of those changes on the substance and purposes of political communication.
- Practice skills needed for democratic citizenship: reading, writing, speaking, listening, historical reflection, and critical engagement.
Ms. Kristin Slattery  
COURSE DESCRIPTION  
An important goal of liberal arts education in a free society is to support “engaged citizenship.” Students and educators work together to create a citizenry who is interested in the public good, educated and exposed to a variety of opinions and perspectives, and equipped to put in the personal effort required to sustain democracy. Some have argued that democracy is at risk in the United States. Critics point the finger at a host of culprits: apathetic, disenchanted, or uninformed voters; greedy special interests and inadequate campaign finance laws; corrupt politicians; jaded media corporations who cover politics with an eye toward their business interests. It is impossible to fully assess the political state of our Union (or dis-Union) without considering politics from a rhetorical perspective. Through communication, candidates reveal their character and political agendas. Voters form opinions about politics by watching television, reading newspapers and magazines, going online, and talking with friends and family members. News organizations filter and frame the political information citizens receive. Many Americans form political opinions after viewing communication in alternative contexts such as late night talk shows and comedy programs.  
The purpose of this course is to promote engaged citizenship by exposing ourselves to the rhetoric of political campaigns and practicing the skills required to sustain democracy: participation, open-minded consideration, critical reflection, and the formation and justification of political judgment. We will examine the rhetoric of political campaigns, critically assessing the communication produced by candidates and campaigns (speeches, appearances, ads, Web pages, and debates), as well as the rhetorical nature of political journalism. The course focuses on contemporary U.S. national political discourse; however, local and/or historical information will be addressed as needed.

Dr. Katie Knobloch  
Course Description: Democratic government requires a complex web of communication involving citizens, politicians, and the news media. Ideally, political actors in a democratic society strive to create an informed citizenry capable of understanding important matters of public policy and communicating their needs and desires to those in positions of political power. The contemporary political environment, however, is often dominated by strategic and manipulative communication that leaves the public uninformed on crucial public issues and unable to effectively influence the decisions of their elected officials. Still other forces are working to counteract those trends and find ways to create a more informed and engaged citizenry and a more responsive government. This course provides an overview of the current political communication environment, exploring both the prevalence and reasons for low levels of political knowledge and engagement and potential solutions to those problems. Throughout the semester, students will explore the nature of citizenship and the ways that the news media, political structures, and social networks affect what it means to be a citizen.

Course Objectives: By the end of this semester, students should be able to  
• Identify and explain fundamental theories of political communication  
• Understand the influence of the news media, political structures, and social networks on contemporary democracy  
• Interpret political messages and their strategic intent  
• Participate in informed and civil political discussion  
• Analyze political messages and their potential effects on individuals and society.

429: environmental Discourse  
F,S. Prerequisite: None. Environmental communication in advocacy campaigns, media representations of science, encounters with nature, and public policy.

433: Communication and Organizations  
F. Prerequisite: None. Communication theory and strategy for empowerment of non-supervisory and supervisory personnel.

Dr. Elizabeth Williams  
Course Description: Communication is central to organizations. It can enable organizational members to persuade, motivate, manipulate, insult, lead, facilitate, and it may enhance or undermine relationships. Communication is also central to organizational processes such as decision-making, teamwork, turnover, the diffusion of innovations, and member loyalty. The purpose of this course is to augment your understanding of the relationship between
communication and organizations (e.g., for-profit companies, political parties, voluntary associations, and non-profit groups).

Course Learning Objectives: At the end of this course you should be able to:
- Demonstrate a strong basic vocabulary and understanding of concepts related to organizational communication.
- Explain how communication functions within and between organizations.
- Articulate the historical, current, and future communicative issues facing organizations.
- Apply theoretical perspectives and concepts to organizational situations and settings.
- Analyze your own communicative experiences in organizations.

434: Intercultural Communication
F, S. Prerequisite: None. Cultural influences on communication between people of different nations; communication rules/norms in specific cultures; cultural adaptation.

Dr. Julia Khrebtan
Intercultural Communication is designed to increase your knowledge about communicating with members of cultures other than your own. The course has four major objectives/goals/intended learning outcomes: (1) to acquaint you with the concepts, principles, and theories of intercultural communication; (2) to provide you with information about other cultures; (3) to provide you with strategies for effective intercultural communication, and (4) to encourage you to have intercultural contacts and global experiences.

Ms. Cara Buckley
Class Description:
Intercultural Communication is designed to increase your knowledge about communicating with members of cultures other than your own. The course has four major objectives: (1) to acquaint you with the concepts, principles, and theories of intercultural communication; (2) to provide you with information about other cultures; (3) to provide you with strategies for effective intercultural communication, and (4) to encourage you to have intercultural contacts and global experiences.

436: Conflict Management and Communication
S. Prerequisite: None. Theories and principles of communication in conflict management; application to conflict resolution situations.

Dr. Julia Khrebtan-Hörhager
Conflict Management & Communication examines theoretical and practical issues concerning conflict management, communication, and power in various social environments. The course has four major objectives/goals/intended learning outcomes: (1) to develop knowledge about the nature and mechanisms of differences that produce conflict; (2) to acquaint your with various attitudes, habits, perspectives, and beliefs related to conflict; (3) to familiarize you with the concepts, principles, and theories of conflict management and resolution; (4) to explore the growing field of conflict management and resolution and different ways to constructively approach conflict, negotiate, and mediate.

437: Studies in Persuasion
S. Prerequisite: None. Rhetorical and behavioral theories of persuasion applied to persuasive practice in public and interpersonal arenas of social influence.

Dr. Katie Knobloch
Course Description: Persuasion is ubiquitous. Some persuasive messages aim to inform us or encourage us to make better, more empowered decisions. Others are oriented toward specific goals and attempt to change our attitudes and actions in ways that may or may not benefit us or our communities. This course provides an overview and analysis of how beliefs, values, attitudes, and behavior are deliberately influenced through communication, relying on both scientific and rhetorical perspectives to explore what persuasion is, how it works, and what role you can play in constructing and deciphering persuasive messages. During the first half
of the semester you will be introduced to theory and research that explains how persuasion works. The second half of the semester will be devoted to looking at persuasion in context, exploring the professional use of persuasion and learning how to make ethical decisions related to persuasion. Throughout the quarter, you will be expected to analyze and develop persuasive texts, working in teams and as individuals to construct effective and ethical messages.

Course Objectives: By the end of this semester, students should be able to

- Identify and explain fundamental theories of persuasion
- Interpret persuasive messages and their potential effects on individuals and society
- Understand the influence of message, source, and receiver factors on the effectiveness of persuasive communication
- Analyze the use of persuasive messages in different contexts
- Construct effective persuasive messages

Ms. Cara Buckley

Course Focus:

Beyond being one of the most common, persuasion is also one of the most – if not the most – culturally significant forms of communication in which we as humans engage. In our everyday lives, we continuously make attempts to compel others to see the world the way that we do (“How about Thai for dinner?” “Could you maybe do the dishes once in a while?” “Oh... you’re wearing that?”). But persuasion also stands as a method of change based in logic and rationality in a modern culture that so often resorts to force in dealing with conflict. And, whereas force generally ends a conversation, persuasion seeks to extend it as long as there remains room for change/advancement. It is this desire to draw out the cultural conversation that so often drives persuasive communication – for the purposes of both enlightenment as well as productive social change – that will be our focus this semester.

Course Objectives:

- A detailed understanding of contemporary persuasive theory within communication studies.
- Application of persuasive theory to practice – including but not limited to – current events and popular culture.
- Advancement in skill and understanding of multiple forms of persuasive communication – including but not limited to – group, professional, and interpersonal.

454/ETST454: Chicano/a Film and Video

F, S. Prerequisite: Senior standing. Credit now allowed for both SPCM 455 and ETST 455. Emergence of Chicano/a cinema from a place of displacement, resistance, and affirmation found in contemporary Chicano/a film, video.

455/LB455: Narrative Fiction Film as a Liberal Art

S. Prerequisite: Senior standing. Credit now allowed for both SPCM455 and LB455. Narrative fiction film and its role in human history, culture, and social interaction.

479: Capstone

F, S, SS. Prerequisite: Seniors in Communication Studies only. Synthesis of central issues in Communication Studies; examination of their relevance to student’s professional, personal, and civic endeavors.

Dr. Elizabeth Williams, Dr. Eric Aoki, Dr. Karyl Sabbath, Dr. Karrin Anderson

Course Overview: This course examines central issues and questions in the field of Communication Studies. Throughout the semester, students will consider how their education in Communication Studies at Colorado State University is consequential to their short- and long-term goals in professional, personal, and civic contexts. Students will re-evaluate material from their coursework in rhetoric and civic engagement, media and visual studies, and relational and organizational communication. The overall goal is for students to use what they have learned in their previous courses—in conjunction with new material that is sometimes outside the Communication Studies field—to address the life and career challenges they will likely confront in the coming years.

Course Philosophy: This course was designed to enable senior-level Communication Studies majors to look back upon what they have learned in their coursework at CSU, exhibit current mastery of key communication concepts and skills, and consider the relevance of their education to their future endeavors. The guiding principle behind
this course is that senior Communication Studies majors should evidence a comprehensive knowledge of the discipline (totality), an understanding of how areas of theory and research interrelate (synthesis), and an ability to effectively apply their knowledge in diverse settings and contexts (skillfulness). The main objectives—totality, synthesis, and skillfulness—are further elaborated below:

**Totality** – Students will be able to demonstrate a comprehensive understanding of the Communication Studies discipline. They will be able to discuss the central topics in the field related to history, theory, and research. Students’ knowledge of the field will also span several contexts of communication scholarship, including rhetoric and civic engagement, media and visual culture, and relational and organizational communication.

**Synthesis** – In addition to having a comprehensive understanding of the foundational concepts, theories and research domains in the Communication Studies discipline, students must be able to integrate what they have learned in these areas and apply their knowledge to address contemporary issues salient to their personal, professional, and civic lives.

**Skillfulness** – Central to the Communication Studies discipline is the development of strong oral and written skills. Students must be able to construct and deliver high-quality, evidence-based arguments tailored to specific audiences. Additionally, students must be able to thoughtfully and ethically critique the oral and written work of their peers (as well as communicators in other professional and public settings).

Student Learning Objectives: By the end of the semester, the successful student will have:

- Demonstrated comprehension of the major theoretical perspectives in the field of Communication Studies related to rhetoric and civic engagement, media and visual culture, and relational and organizational communication.
- Applied theoretical perspectives to real-world problems in various professional, personal, and civic contexts.
- Displayed competent presentational and written communication skills in their in-class work, research-based analysis papers, and ePortfolio.
- Evidenced a comprehensive knowledge of the Communication Studies discipline, as well as an appreciation of the relevance of that knowledge to the fulfillment of their unique personal and professional objectives.

496: Group Study

**Dr. Hye Seung Chung**

This group study seminar explores the profound impact of the Cold War in American popular culture from the 1940s to the 1980s. Students will examine a diverse array of films and television series across various genres, including the war film, science fiction, film noir, horror, the espionage thriller, the disaster film, black comedy, social satire and parody. Throughout the semester, attention will be given to the sociopolitical and cultural contexts of the Cold War (with weeks devoted to McCarthyism, the Hollywood Ten, industry-wide blacklisting, the brainwashing scare, paranoia surrounding the Bomb, containment narratives, and so forth). Students will also work in groups to investigate the historical background behind the “sights and sounds” of widespread fear through archival documents of major Cold War events (the Korean War, the Vietnam War, the Cuban Missile Crisis, Détente, etc.). In the process, we will strive to increase our understanding of the corresponding, reciprocally bound relationships between politics and popular culture as well as between history and representation (along the lines of nationality, race, gender, class, sexuality, and ideology).

**Dr. Karyl Sabbath**

Course Description: This course places strong emphasis on communication perspectives that recognize the diversity of family experience. You will examine the communication processes within the family that affect and are affected by the larger social system. Relational meanings and roles, defining intimacy, issues of power and conflict, adaptability to crisis and change will be some of the topics considered in our investigation of family interaction processes. Practical, theoretical and research-oriented applications will provide us with the understanding necessary for creating healthy approaches within our family conditions and for the ongoing study of family communication.

Course Objectives:

- For students to develop a clear understanding of how verbal and nonverbal interaction strategies are used by members of family systems: to influence, clarify meaning and construct relational intimacy, boundaries and separateness.
For students to develop a clear understanding of how communication processes serve to constitute, as well as reflect, families.
For students to clearly understand specific theoretical perspectives underlying family communication as a field of study.
For students to grow in competence as researchers in family communication through the reading and review of academic investigations and relevant texts and by gathering and interpreting subject responses directly associated with specific family members' perceptions and communication practices.
For students to clearly understand how the communication processes within families affect and are affected by larger social systems.

508: Deliberative Theory and Practice
S. Prerequisite: Graduate standing or SPCM 408. Survey of current theory and practice connected to deliberative democracy.

538: Communicating in the Health Clinic
S. Organizational, interpersonal, and intercultural dimensions of communicating in public health clinical settings.

Dr. Elizabeth Williams
Course Description: This class focuses on the organizational, interpersonal and intercultural dimensions of communicating in healthcare settings. It draws on material from the communication discipline (health communication in particular) as well as work from medical sociology and anthropology, medicine, and the humanities and discourse studies. Specifically, this class examines how communication facilitates, enables, and constrains interactions between patients, providers, and other individuals in the clinical setting. Students will also explore the creation and evaluation of culturally-sensitive, audience-centered health messages at various levels of interaction from the micro (i.e., patient-provider, provider-provider) to the macro (i.e., institutional) level. Emerging trends in and specific communicative strategies for healthcare contexts will also be discussed.
Course Objectives: At the end of this course you should be able to:
• Identify and articulate past, current, and future issues in health care organizations.
• Demonstrate an understanding of the multiple factors leading to and multiple definitions of successful healthcare interactions.
• Create and evaluate appropriate means for facilitating culturally-sensitive, audience-centered health interactions.

540: Rhetoric, Race, and Identity
F. Prerequisite: Graduate status or SPCM 412 and 12 additional 300-400 SPCM credits. Credit not allowed for both 540 and ETST 540. Critical race theory and its relevance to rhetorical studies.

570: Instructional Communication Theory and Practice
F, S, SS. Communication theory and research in instructional contexts. Designed for current or prospective teachers.

Dr. Sonja Modesti
Description: An examination of communication theory and research in instructional contexts, designed for current or prospective K-12 educators.
Learning Objectives:
This course will engage knowledge-based objectives, value/attitude objectives, and skill-based objectives. Students will:
• know significant authors, theories, and methodologies relevant to instructional communication
• know dominant research in varied areas of instructional communication
• appreciate the breadth and interdisciplinary nature of research in instructional theory
• assess the value of research in instructional communication, particularly in the field of communication studies
• appreciate the complexity of varied dynamics in instructional contexts
• critique existing theory in ways that uncover its nature
• apply ideas presented in readings and discussion to instruct colleagues in what is being learned
• identify and apply the language of instructional communication
• use theory to reflect on experiences in instructional environments as a learner and teacher
• identify personal philosophies regarding the nature of, purpose of, and processes of instruction in various contexts
• examine and synthesize pedagogical and communication theory so as to better meet the needs of students
• understand and practice communication skills in instructional settings for the development and maintenance of a(n) environment/relationships conducive to student/teacher interaction and learning

592: Seminar: Topics in Speech Communication
S. Prerequisite: Graduate standing or 15 300 and/or 400 level courses in communication studies or English.

601: History of Rhetorical Theory
F, S. Prerequisite: Fifteen 300- and 400-level credits in communication studies and/or English. Rhetorical theories and theorists from the classical period to the present.

Dr. Tom Dunn
Course Description:
This class serves as an introduction to the history, study, and practice of rhetoric — an intellectual tradition that dates back to at least 400 B.C.E. Given the breadth of this course of study, it is obviously impossible to detail every intellectual contribution in this history from its inception to today. Rather, this class is designed to introduce graduate students to key thinkers and intellectual touchstones in the rhetorical tradition that continue to serve as the basis of rhetorical thought today.

Course Objectives and Intended Learning Outcomes:
By the end of this course, students should be well-equipped to:
• Engage foundational ideas and theories in the history of rhetoric
• Investigate and interpret prominent rhetorical texts
• Make connections between rhetorical theory and the “real” world
• Put rhetorical theorists into conversation
• See both interdisciplinary resonances and connections to other parts of the Communication discipline

Dr. Martin Carcasson
Students will develop a literacy about key figures, events, and concepts in rhetorical theory from the days of the classic Greeks and Romans into the 21st century. The course is not an exhaustive survey of rhetorical theory, but rather a reading and discussion of key people and texts in the rhetorical tradition that remain essential for theory-building in communication. In particular, we will examine the ever-changing connections between rhetoric and politics, power, and knowledge, keying on the question of the role of rhetoric in public decision-making.

Overarching questions for the semester — How can we best make complex, public decisions and solve difficult problems in a diverse, free society, and what is the role of communication/rhetoric in those processes? Said differently, how do we best live together?
These questions will have several sub-questions:
• What is the nature of knowledge, truth, virtue, and wisdom?
• How do humans make decisions (individually and in groups) & respond to information?
• What is the nature of power, justice, and freedom?
• How do we best judge the quality of communication/rhetoric? By what grounds can we base ethical judgments of particular texts? What is the relationship between reason and emotion?
• What responsibilities are bound to the practice of rhetoric? What can we expect from people?
• What relationship does communication/rhetoric have to our political and ethical obligations and commitments? Can rhetorical education develop character?
• What are the appropriate roles for experts, the public, rhetoric teachers in society?
• How, as teachers and scholars of rhetoric/communication, do we best improve the quality of communication
& decision-making in our communities?

604: Rhetoric of Everyday Life
F, S. Prerequisite: Graduate standing or SPCM 412 and 12 additional 300-400 SPCM credits. Contemporary theories of rhetoric and of everyday life.

Dr. Greg Dickinson
COURSE DESCRIPTION
Course explores the ways rhetoric works in the practices of everyday life with particular focus on the rhetoric of place, space, materiality, and memory in rhetorical practice.

COURSE OBJECTIVES
1) To explore rhetorical and cultural theories of everyday life.
2) To apply theories of everyday life to everyday practices.
3) To develop a research project focusing on everyday life.

611: Topics in Public Address
F. Prerequisite: Graduate standing or either SPCM 311 or SPCM 411 with additional 300- and 400-level credits in communication studies, history, or English. Theoretical and methodological issues in public address research; analysis of public discourse of selected movements or periods in U.S. history.

612: Rhetorical Criticism
F. Prerequisite: Fifteen 300-400 level credits in communication studies and/or journalism. Traditional and contemporary methods for analyzing persuasive discourse.

Dr. Greg Dickinson
Course Description
This course explores enduring concerns surrounding the practice and theory of rhetorical criticism. Course Objectives
1) The engage central concerns in the practice and theory of rhetorical criticism
2) To study models of rhetorical criticism
3) To practice and produce rhetorical criticism

Dr. Carl Burgchardt
Learning Outcomes
1. Understand the origins and evolution of rhetorical criticism as an academic discipline.
2. Become familiar with landmark essays that delineate major purposes, methods, and perspectives of rhetorical criticism.
3. Evaluate examples of criticism that illustrate each type.
4. Applying the lessons of SPCM 612, demonstrate proficiency in rhetorical criticism by performing two graduate-level analyses.

620: Rhetoric and Public Affairs
F. Prerequisite: Admission to graduate school. Rhetoric’s role in contemporary policies and civil society.

Dr. Karrin Anderson
Course Description
This course examines the culture of politics and the politics of culture, assessing the ways in which citizenship, leadership, nationhood, and civic engagement are rhetorically constituted. In addition to shaping material reality and everyday life, political culture reflects societal assumptions about race, gender, class, and sexuality. By studying politics, we can better understand ourselves. Together we will become rhetorical critics and critical rhetoricians—both assessing and participating in rhetorical engagement.

Course Objectives
• Examine historical and contemporary examples of U.S. political and popular culture, examining the ways in which rhetoric shapes civic engagement and political leadership.
• Engage academic debates surrounding the critique of public culture, expanding and enhancing the perspectives that may be drawn on to inform students’ own reading and critique.
• Equip students to enter public and academic dialogues as citizens and scholars.

623: Feminist Theories of Discourse
F. Prerequisite: Admission to graduate school. Exploration and evaluation of contemporary feminist theories of rhetoric and discourse.

Dr. Cindy Griffin
Course Objectives
This is a course designed to provide students with an introduction to various feminist theories of discourse, provide historical background that sets the stage for these theories and discourses, and explore current scholarship related to feminist theories within the communication discipline. Our goal is to explore these theories to discover ways in which they challenge and transform our understanding of communication and as starting points to question, contemplate, imagine, and revision our professional, academic and personal lives.

632: Theories of Interpersonal Communication
F. Prerequisite: Admission to graduate school. Theories of communication in development, maintenance, and deterioration of friendship, couple, family, group, and business relationships.

Dr. John Crowley
Course Description
Success in interpersonal relationships plays an important role in our experience of happiness, satisfaction, and general well being. Interpersonal communication is the engine that drives our relational development. It is the basis upon which relationships initiate, develop, succeed, or ultimately fail. Yet, surprisingly little cultural or social emphasis is placed on critically investigating our own and others’ interpersonal communication. This class introduces students to fundamental theories of interpersonal communication. Throughout the semester, we will review a range of theories such as uncertainty management and reduction theory, deception theory, relational dialectics theory, and social contextual theory. There are far too many theories of interpersonal communication to review in one semester, however, we will evaluate a large corpus of some of the more popular interpersonal theories, apply their principles to our everyday interpersonal encounters, and generate questions to guide future research. Each week, in addition to reading a chapter that covers the most important features of each theory, we will offer a critical perspective of recent studies (studies that range generally between 2009-2013 with a few exceptions) that have sought to apply these theories to generate increased understanding about particular phenomena. When you are finished with this course, you should be able to do the following:

• Understand the difference between interpersonal communication and other kinds of communication
• Understand the primary theories of interpersonal communication
• Demonstrate the foundational principles that bridge interpersonal theories together
• Apply interpersonal theories to a social problem/issue of interest as a means for gaining understanding about the issue and ways to address it
• Evaluate the strengths and weaknesses of interpersonal communication theory
• Evaluate the strengths and weaknesses of research that has sought to understand social problems and issues through the application of interpersonal theory
633: Discourse, Work and Organization
5. Prerequisite: Admission to graduate school. How organizing processes and discursive practices create, maintain, and destroy diverse forms of work in society.

Dr. Elizabeth Williams
Course Description
This class focuses on the discursive construction of work and organizational membership as well as the larger societal Discourses concerning these topics. Students will explore the historical development and theoretical evolution of organizational communication scholarship and how this reflects and challenges classical and evolving notions of what is considered an organization and what constitutes work. The course will also examine contemporary topics being explored by organizational communication scholars and wrestle with how these explorations are influenced by and contribute to present d/Discourses.

Course Objectives
1. Articulate the historical, current, and future communicative issues facing organizations.
2. Identify larger societal Discourses that have and continue to shape organizations and our notions of work.
3. Explain how communication functions within and between organizations.
4. Apply theoretical perspectives and concepts to organizational situations and settings.

634: Communication and Cultural Diversity
5. Prerequisite: Admission to graduate school. Ethnographic approach to communication and concerns in a global context.

Dr. Julia Khrebtan-Hörhager
Communication and Cultural Diversity: Difficult Dialogues around the Globe examines theoretical and practical issues concerning cultural diversity around the globe from a multitude of perspectives. In this course, you will critically assess Intercultural and Cross-Cultural Communication concepts, issues, and identities through a variety of culturally rich readings, viewings, and seminar discussions. You will also learn various methodological practices used by inter/cultural researchers involved in the production of cultural knowledge.

The fundamental concepts of the course are: cultural memory, ideology, world travel, identity, positionality, representation, agency, other/ing and other/ness, reciprocity, and multiculturalism.

The course has seven major objectives/goals/intended learning outcomes: (1) to increase understanding of diverse intercultural communication research practices, methodologies, and issues, (2) to challenge ethnocentric tendencies by increasing knowledge of diverse cultural values, language issues, identities, perspectives, and cultural practices, (3) to increase understanding of how researchers use evidence to make cultural claims, (4) to understand some underlying similarities and differences of research practices by means of cultural comparisons, (5) to critique diversity topics and issues as relevant to the global context and the postmodern world, (6) to illuminate subjectivity/position bias of researchers in the production of cultural knowledge, and (7) to enhance your critical, analytical and research skills for a Ph.D. program and/or a diversity-centered, organizational career.

The learning objectives are met through the interstices of research papers, active in-class participation, lectures, discussion facilitation, in-class group and peer work, and cultural portfolio.

638: Communication Research Methods
5. Historical and philosophical context of communication research; relationship between theory and method; dominant forms of communication research.

639: Communication Theory
F. Prerequisite: Graduate Standing or fifteen 300-and 400-level credits in communication studies and/or English. Examination of communication philosophies and perspectives; analysis of modern theories of face-to-face communication.

Dr. Elizabeth Williams
Course Description:
The goal of this course is to provide you with an understanding of the theoretical foundations and traditions of the Communication field. We will explore the construction, evolution, and application of theories in major areas of
Communication research. We will also consider the current state and potential paradigms of Communication theory-building and research. This course will challenge you to view Communication through several different lenses, and evaluate how the different lenses shape your understanding of human interaction processes.

**Course Objectives:** At the end of this course you should be able to:

- Identify and articulate past, current, and future issues in communication theory.
- Explain the key tenets of multiple communication theories in the various sub-disciplines of communication.
- Trace the development of a theory.
- Provide a thorough critique of various communication theories.
- Draw linkages between communication theories and suggest ways to extend theory.

**Dr. Eric Aoki**

**OBJECTIVES AND EXPECTATIONS.** The goal of this course is to provide an understanding of the theoretical foundations and traditions of Communication Studies. We will explore the construction, evolution, and application of theories in major areas of Communication Studies research pertaining to interpersonal communication, family communication, media use and effects, social influence and political theory, health communication and education, and technology. We will work to understand better the current state and potential paradigms of Communication theory-building and research.

In a Graduate Level course, you should expect your instructor and fellow students to attend and be prepared for each class period by having all assignments and readings completed. This course will challenge you to view Communication through several different lenses and evaluate how these different lenses shape your understanding of human interaction processes. At a very basic level, my interest and joy in communication theory has come about because of endless questions and concerns regarding the human condition and our communicative interactions with each other, interpersonally, organizationally, and globally.

By the end of this course, students should be able to:

1. Identify and explain the major meta-theoretical traditions of communication theory and research.
2. Understand the anchoring roots of the Communication Studies discipline, and its evolution as both a theoretical and applied field.
3. Evaluate communication theory in terms of epistemological, ontological, and axiological assumptions.
4. Demonstrate a thorough grasp on the processes by which theory is created and evaluated (e.g., heuristic value, parsimony, scope, and utility).
5. Become proficient in applying theory to address basic research questions and everyday communication problems.

**646: Media Theory**

F. Prerequisite: Fifteen 300-400 level credits in communication studies, English, or journalism. Survey of the broad range of rhetorical/qualitative theories that inform media studies.

**Dr. Hye Seung Chung**

Description: Of the five media-focused graduate-level courses offered in the Dept. of Communication Studies, Media Theory is likely the most intimidating to students who have little experience or training in the practice of studying radio, print journalism, film, television, digital media, and online communication from a critical perspective. Moreover, the prospect of reading often-dense, at-times-impenetrable theoretical and philosophical treatises about the effects of media or the role of cultural producers in shaping public opinion is not particularly enticing to students who might wish to devote their time to more “practical” pursuits. However, a solid understanding of media theory (in all of its incarnations) is absolutely essential to one’s intellectual maturation, providing the necessary foundation upon which to build a career in Communication Studies or related fields where critical consciousness, political awareness, and social responsibility are central. Indeed, by reading, interrogating, and debating early and contemporary examples of film and media theory (from Adorno and Benjamin to Metz and Mulvey to Deleuze and Hall and beyond), students can arm themselves with the conceptual tools and critical vocabulary that will prove useful to them in the months and years to come, regardless of their research interests. It is for this reason that SPCM 646 is a core part of our graduate students’ work in the department, and why it is essential that you come to each class meeting ready to discuss the topics of the day. Because this is a seminar designed to introduce students to a variety of historically significant texts as well as recently published work in the area of media studies, students are expected to complete all of the readings on time. Unlike many undergraduate classrooms where students are treated as passive recipients of knowledge, this class conceives of students as active creators and contributors to knowledge production. It is vital, therefore, that all students be willing to participate in rigorous academic conversation. My goal as the instructor of the course is to create a climate where everyone feels comfortable sharing their views and perspectives.
Objectives:
[1] to investigate the character, function, and usefulness of theory [2] to explore and assess the key humanistic theories of film and media
[3] to apply the theories that we encounter in the readings to our own experiences as media users

647: Media Industries
F. Prerequisite: Fifteen 300-400 level credits in communication studies, English or journalism. Political economy of the media both in the U.S. and globally, including how the media system operates and with what effects.

Dr. David Diffrient
Course Description
This course is intended as an introductory exploration of the past, present, and future of media industries. In addition to a broad overview of the historical, theoretical, and methodological contexts of media industry research, we will examine (on a more micro-level) how the film, radio, television, advertising, and recording industries produce and distribute content; how content circulates within culture; how content is marketed and branded; and how motion pictures, radio programs, TV shows, music recordings, and other cultural artifacts affect individual consumers as well as society as a whole. Throughout the semester, a number of critical traditions and methodologies—from "bottom-up" ethnography to "top-down" political economy—will be explained and harnessed so as to consider the various ways in which regulatory and technological shifts, as well as growing impulses toward concentration, privatization, and globalization, have intersected with industrial changes over the past several decades. We will adopt both a macroeconomic approach attuned to the organization and structure of media industries as a whole as well as a microeconomic approach sensitive to the operations of individual firms and agents within the marketplace. Besides examining the aforementioned media industries within a historical-analytical framework, we will also turn our attention to the increasingly lucrative arena of video game sales as well as to online content and digital media industries during the final weeks of the semester, which culminates with student presentations about topics of your choice. By the end of the course, students will have gained an understanding of the contemporary contours of U.S. media industries and their intersections with international markets.

Dr. Nick Marx
Course Description and Objectives:
During the last three decades, media institutions have undergone profound changes, transforming almost every aspect of their operations, from the production of artifacts and the management of creativity to the promotion and distribution of stories, songs, and information. The structure and scope of their operations have changed as well, due to the emergence of new technologies, cross-media conglomerates, and transnational patterns of circulation. Indeed, we have at once entered an era of global media and personal media. That is, cultural artifacts now traverse great distances and may reach vast audiences, but they may also be crafted for very local audiences or even for niche audiences dispersed around the globe.
This seminar examines the operations, discourses, and logics that govern the contemporary culture industries, interrogating their impact on creativity, culture, and society. We will focus our attention on screen industries--film, television, and Internet--but will also take up themes that affect culture industries more generally, such as convergence, conglomeration, globalization, cultural geography, post-Fordism, and the commercialization of public institutions. Seminarians will furthermore reflect upon the methods and concepts that scholars employ in their analyses of these industries. And students will have the opportunity to begin a significant research project on a particular aspect of the culture industries or on a theme that animates current debates about the culture industries.

648: Media Texts
S. Prerequisite: Graduate standing or fifteen 300- and 400-level credits in communication studies or English. Practical and theoretical implications for criticism in treating media products as texts: various approaches to textual or discourse analysis.

649: Media Audiences
F. Prerequisite: Graduate standing or fifteen 300- and 400-level credits in communication studies or English.
Theoretical and methodological issues concerning how audiences use and interpret media.

**Dr. Nick Marx**

**Course Description and Objectives:**
This course provides an in-depth overview of the major theoretical and critical paradigms used in contemporary studies of media audiences. Attentive to historical shifts and the sociopolitical contexts in which those paradigms were formed, we will explore the myriad ways that audience members have interpreted, critiqued, and participated with various cultural productions over the past 100+ years, from the earliest motion pictures and radio programs to wartime propaganda to romance novels to classic and contemporary television series to the Internet. During the first part of the semester, we will trace the development of audience research methodology and analysis, focusing on the transition from an “effects” model of mass communication theory to a “uses and gratifications” approach that, beginning in the 1940s, suggested ways that active rather than passive audiences selectively make sense of — and derive meaning from — cultural texts. Contextualized debates about censorship, which resulted in a series of well-documented “moral panics” throughout the twentieth century, will be woven into these discussions. From that point, students will read influential works in the cultural studies tradition examining how notions of audiences have been constructed in and through discourses of gender, age, fandom, race, ethnicity, industry, and national identity.

This course will consist of face-to-face instruction at contact hours of 3:0:0. This course has the following intended learning outcomes: 1) Hone students critical skills in analyzing audience studies research. 2) Provide students with opportunities to conduct their own media studies research in support of their own publishable scholarship.

**650: Contemporary Issues in Media**
S. Prerequisite: Admission to graduate school. Every-changing media culture and landscape and how it affects personal, professional, and public lives.

**675: Speech Communication Pedagogy**
F. Prerequisite: Admission to communication studies master's program. Instructional practices and theories in speech.

**Dr. Tom Dunn**

**Course Description:**
Speech Communication Pedagogy is designed to teach new university instructors in the Communication discipline the art of teaching in higher education. It is a required class for all first year GTAs to prepare them to teach SPCM 200: Public Speaking. While the class is focused on course content important to teaching a section of public speaking, graduate students will also be introduced to a wider set of issues related to pedagogy. Students will also be given the skills to further refine their teaching skills as they move forward as professional instructors and/or Ph.D. students in teaching roles.

**Course Objectives and Intended Learning Outcomes:**
By the end of this course, students should be able to:
- Effectively teach course content for SPCM 200 and similar public speaking classes
- Grade and process undergraduate student work appropriately
- Manage opportunities and challenges in the university classroom
- Understand ongoing issues in university teaching

**692: Introduction to Graduate Studies**

**Dr. Karrin Anderson**

**Description:**
The purpose of this course is to provide you with the information and support needed to make a successful transition to graduate study. Scholarly habits benefit not just those who pursue an academic career, but all who engage life with curiosity, perseverance, creativity, humility, and sound judgment.

**Objectives:**
- Develop strategies for academic reading, scholarly writing, and presenting and responding to scholarship.
• Discuss academic integrity and professional ethics.
• Reflect on work/life negotiation practices.
• Learn about submitting to and presenting at scholarly conventions.
• Explore career options for those with an M.A. in Communication Studies.