

**PROPOSAL FOR A MASTER OF ARTS IN  
COMMUNICATION**

Submitted by  
The Department of Communication and Journalism  
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## **SUMMARY**

The Department of Communication and Journalism proposes a Master of Arts Degree in Communication. Our desired start date for the program is Fall 2010.

The M.A. Program in Communication provides intellectual grounding in communication theory, research methods, and specialization in one of three areas of concentration offered by the department, namely: Critical Cultural Communication Studies, Interpersonal Communication, and Media Studies. The program is committed to a critical approach to the study of communication and recognizes the central role communication plays in the creation of productive relationships across divisions of identity, culture, and geography and in building more sustainable, equitable, and enriched communities in our increasingly globally connected world.

Students will be trained in diverse methodological and epistemological approaches to the study of communication, including rhetorical theory, intercultural communication, cultural studies, interpersonal communication research, and media studies. The program offers opportunities for those wishing to pursue a Ph.D. in communication or a related discipline (e.g., linguistics, sociology, anthropology, American studies, cultural studies, etc.), those desiring to teach at the community college level, or for practitioners in business, media, or non-profit organizations seeking professional enhancement.

The program is in accord with all university policies. It has been developed in compliance with all departmental, college, and university procedures governing the development of new courses, programs and degree offerings.

In preparation for this program the department has consulted with all other units that may be affected by the development of the M.A. in Communication. Because communication as a discipline touches on many areas within the College of Arts and Sciences, we have specifically sought and received support from closely related disciplines. Letters of support are attached from the following departments: Sociology and Anthropology, Political Science, History, English, Writing and Rhetoric, and Linguistics (See Appendix G)

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## **1. Program Rationale**

Since beginning in 1972, the Department of Communication and Journalism has grown to one of the largest majors in the University. In 2006-2007 Communication granted 172 degrees and journalism granted 32. Communication graduates account for 20% of all bachelor degrees awarded by the college and nearly 24% when combined with journalism. Over the last decade, mirroring national trends, a greater proportion of undergraduate majors in both communication and journalism are seeking graduate degrees. Surveys of 300 OU communication students in the Fall of 2002 indicated that as many as 64.9% of them were interested in an advanced degree program in communication and more than 60% were interested in a master of arts program at Oakland. Most students were interested in media studies (82) followed by interpersonal communication (70). A total of 47 students selected organizational communication and 22 indicated interest in cultural studies. We expect that the numbers of students interested in cultural studies is actually larger than indicated by this survey as two sections of Com 385, the course most identified with this area, were not surveyed. We estimate that about one-third of our graduates go on for advanced study within the first 5 years after graduation.

Along with the numerical growth in the major, the communication faculty has evolved into an active group of scholars, contributing to the development of the discipline in three key areas. First, we have established a strong research focus in critical, cultural communication studies. This focus separates us from the communication departments within the state and makes us one of the few programs in the nation to place such studies at the center of both undergraduate and graduate education. Second, we are developing a distinctive perspective in the study of interpersonal communication, emphasizing family communication and interpersonal dynamics. Third, we are developing a media studies perspective that places new and emerging media in the context of historical and social developments. These three areas of research form the tracks for the masters program. They provide a unique and specific alternative to other programs in the state. Because of the distinctive nature of the course offerings, as well as the breadth of areas of study, we believe the M.A. program will attract students not only from within the state but from around the nation. Based on the experience of comparable institutions, we also anticipate a growing number of international students will apply to the program.

## **2. Catalog Copy**

### **DEPARTMENT OF COMMUNICATION AND JOURNALISM Master of Arts in Communication**

#### **Program Description**

The Master of Arts Degree in Communication provides intellectual grounding in communication theory, research methods, and specialization in one of three areas of concentration offered by the department, namely: Critical Cultural Communication Studies, Interpersonal Communication, and Media Studies. The program offers opportunities for those wishing to pursue a Ph.D. in communication or a related discipline, those desiring to teach at the community college level, or for practitioners in business, media, or non-profit organizations seeking professional enhancement.

The program is committed to a critical approach to the study of communication and recognizes the central role communication plays in the creation of productive relationships across divisions of identity, culture, and geography and in building more sustainable, equitable, and enriched communities in our increasingly globally connected world. Students will be trained in diverse methodological and epistemological approaches to the study of communication, including rhetorical theory, intercultural communication, cultural studies, interpersonal communication research, and media studies.

Upon graduation, students are expected to: (1) have a greater understanding of the impact of communication in a range of contexts, (2) have general knowledge of research methodologies in communication, and (3) further their own research, writing, and analytical skills needed in today's world.

#### **Areas of Concentration**

Students must choose one of the following concentration areas:

##### ***Critical Cultural Communication Studies***

Oakland is unique in offering this course of study at the M.A. level. Coursework investigates the intellectual, cultural and historical forces that have shaped, and in turn have been shaped by, the critical study of communication. Students will explore the central role communication plays in the study of culture, the critique of society, and the active promotion of a democratic culture both in the public sphere and in everyday life. Inquiry in the area includes questions of ideology, discourse and power, meaning and identity, culture and community, the relationship between symbolic and material practices, and the political possibilities of social transformation through recognizing culture and communication as key sites of struggle in the 21<sup>st</sup> century.

##### ***Interpersonal Communication***

The area of Interpersonal Communication explores the role of communication in our everyday lives. A prominent feature of Interpersonal Communication is the study of interactions and the impact these have on relationships between members of dyads, families,

groups, social networks, organizations, and communities. The curriculum in this area draws from traditions in social science and communication research. Courses focus on research, theory, and practice in interpersonal communication, family communication, organizational and instructional communication.

### ***Media Studies***

Coursework explores the theoretical, historical, technological, industrial, cultural, and social aspects of media, with attention to interrelationships between aesthetics, industrial formation, regulation, and culture in a range of national and international contexts. The program offers students a firm grounding in the historical development of media and a broad range of theoretical and methodological approaches. Students completing course work will be fully prepared to engage with the dynamic shifts in media practices in this age of digital convergence.

### **Admission Requirements**

To be considered for graduate admission, an applicant must submit all the general and program application requirements including, but not limited to those listed below:

- An Application for Admission to Graduate Study.
- A baccalaureate degree awarded from an accredited U.S. institution, OR a degree equivalent to a four-year U.S. baccalaureate degree from a college or university of government recognized standing. The date the degree was conferred must precede the date of enrollment in the graduate degree program.
- Official transcripts from all post-secondary educational institutions from which the applicant earned a degree (beginning with first baccalaureate) and official transcripts for all enrollment in graduate-level coursework beyond the bachelor's degree. International university transcripts must be evaluated by a professional credential evaluation service that is a NACES member.
- Two letters of recommendation from faculty members familiar with the student's work.

Unless an applicant has been out of school for more than five years, at least one of the recommenders should be a faculty member who is able to judge the applicant's preparation and ability to undertake graduate study. Substitutions for a faculty recommendation may include work supervisors or approved others who can comment on the applicant's academic potential for graduate work.

- A statement of purpose of no more than 1000 words detailing the reasons why the student is pursuing advanced study of communication and what kind of work they seek to pursue.
- A resume

- Proof of program prerequisite courses (undergraduate) required for admission into a specific degree program. Undergraduate prerequisite courses that are preparatory to the degree are not considered part of the degree requirements.
- Proof of English competency for students for whom English is not their native language.
- Additional information is required before international applicants can apply for and be granted a student visa.

### **Admission Terms and Deadlines**

The application deadlines for the Master of Arts in Communication are April 1 for students entering in the Fall Semester and November 15 for students entering in the Winter Semester. Admitted students may delay start of the program for no more than one year.

All international application materials must be submitted by May 1 for fall admission and by September 1 for winter admission

### **Admission Review and Selection**

Admission to the Master of Arts in Communication is selective. In making admission recommendations the department assesses the potential of applicants for success in the program. In general, applicants will be considered for admission with full standing including, but not limited to the following:

- Overall GPA of 3.0 or higher in the major.
- TOEFL scores at or above the 90th percentile for international students.

### **Degree Requirements**

The Master of Arts in communication degree is awarded upon satisfactory completion of 36 graduate credits in an approved program of study beginning with the two Core requirements (COM 500 and COM 503) intended to introduce students to the field of Communication and provide a philosophical grounding in the discipline; one Methods requirement (either COM 622 or COM 652); three Concentration Area requirements, two Electives (one each from the other two non-selected Concentration Areas) and culminating in one of three Exit Options: a Comprehensive Examination, a Creative Project, or a Thesis.



## Course Requirements

PREPARATORY COURSES – undergraduate courses				
Course	Title	Credits	Prerequisites	

FOUNDATION COURSES – graduate courses required prior to core				
Course	Title	Credits	Prerequisites	New (x)

GENERAL CORE REQUIREMENTS - 12 credits				
Course	Title	Credits	Prerequisites	New (x)
COM 500	Introduction to Graduate Studies	4		x
COM 503	Philosophy of Communication Scholarship	4		x
	ONE OF THE FOLLOWING METHODS COURSES	4		
COM 622	Qualitative Methods in Communication	-or-		x
COM 652	Quantitative Methods in Communication			x

CONCENTRATION AREA REQUIREMENTS – 12 credit minimum				
Select One Concentration Area				
Course	Title	Credits	Prerequisites	New (x)
	<b>Critical Cultural Communication Studies Concentration</b>	<b>12</b>		
COM 626	Culture and Communication: Contexts and Issues	4		X
COM 627	Feminist Rhetorical Theory	4		X
COM 628	Rhetoric of Popular Culture	4		X
COM 629	Culture, Power and Representation	4		X
COM 634	Communication and Cultural Citizenship	4		X
COM 685	ST: Critical Cultural Communication Studies	4		X
	<b>Interpersonal Communication Concentration</b>	<b>12</b>		
COM 505	Advanced Interpersonal Communication	4	COM 405/505 (slash courses)	
COM 510	Family Communication	4	COM 410/510 (slash courses)	
COM 650	Interpersonal Communication	4		X
COM 656	Privacy and Disclosure	4		X
COM 686	ST: Interpersonal Communication	4		X
	<b>Media Studies Concentration</b>	<b>12</b>		
COM 670	Media and Globalization	4		X
COM 673	Theorizing Media	4		X
COM 531	Digital Cultures: Identity and Community	4	COM 431/531 (slash courses)	
COM 679	Media and Modernity	4		X
COM 687	ST: Media History	4		X

ELECTIVE REQUIREMENTS – 8 credits				
Select One Course from Each of the Two Non-Selected Concentration Areas				
Course	Title	Credits	Prerequisites	New (x)
	Refer to the Concentration Area Courses	8		

EXIT REQUIREMENT – 4 credits				
Select Either Comprehensive Exam or Thesis				
Course	Title	Credits	Prerequisites	New (x)
COM 688	Comprehensive Exam	-or-		X
COM 696	Creative Project	-or-	COM 622 or COM 652	X
COM 699	Thesis	-or-	COM 622 or COM 652	X

## **Additional Program Information**

### **Degree Completion Options**

In consultation with their advisor, students will elect one of three options—each the equivalent of the other in rigor and demand— as a requirement for completing the Masters Degree: the Comprehensive Exam, or Creative Project or Thesis. All three completion requirements will be reviewed by a committee of three faculty members (including the faculty advisor) selected by the student. Students who fail either the Comprehensive Exam or their Creative Project or Thesis defense, with the permission of their committee, may be allowed one additional opportunity to re-take the Exam or defend their Creative Project or Thesis.

### ***Comprehensive Exam***

The Comprehensive Exam option is appropriate for the following: students seeking to take the program as a terminal degree, those not wishing to pursue independent research, or those seeking the degree for professional enhancement. Comprehensive Exams will be adapted to reflect each individual student's course of study and Concentration area. The exams will consist of two parts: an in-class test and a take home examination. Students will have five hours to complete the in-class test and one week to finish the take home examination. Students must have an average score of 80% to pass the comprehensive exams. Students electing the Comprehensive Exam option will be required to register for COM 688 in their final semester.

### ***Creative Project***

The Creative Project option is appropriate for students interested in production or creative work, or in pursuing further graduate work such as a Master of Fine Arts degree. This option requires the completion of a creatively driven Project that proposes new ideas and advances theoretical understanding of an issue. Possible formats for this option include film/video, audio, web, or other multi-media components. Similar to traditional theses, the project must demonstrate scholarly abilities, including solid conceptualization, analysis, and writing. The Project is accompanied by a written component that includes a reflective and critical commentary on the process, methods, theories, history of the project, literatures or media reviewed, and any other conceptual areas deemed necessary by the student and the student's Project Committee. The project is defended in an oral examination. Students electing the Creative Project option will be required to register for COM 696 Creative Project Completion.

### ***Thesis***

The Thesis option is appropriate for students interested in pursuing independent research, seeking to pursue further graduate work at the Ph.D. level, or interested in community college teaching. Students electing the thesis option will be required to register for COM 699 Thesis Completion. In addition, students will be required to participate in an hour long oral defense. All theses must conform to university standards (see "Thesis and Dissertation" guidelines available at [www.Oakland.edu/gradstudy](http://www.Oakland.edu/gradstudy)).

### **Graduate Assistantships**

A limited number of graduate assistantships are competitively awarded each academic semester to full-time students, based on GPA, GRE scores, evidence of research and recommendation letters. Assistantships include a stipend and a tuition reduction of 8 credits per fall and winter semesters. In return, graduate assistants work up to 20 hours per week assisting one or more faculty members in their research efforts.

Eligible applicants should submit a completed **Graduate Assistantship Interest Form** available at [www.Oakland.edu/gradstudy](http://www.Oakland.edu/gradstudy).

### **Satisfactory Progress toward Degree**

At the end of any semester, a graduate student who earns an individual course grade below a 3.0 will be reviewed by the graduate program and subject to academic warning, probation or dismissal, according to published program requirements. As work progresses, the following may be grounds for dismissal from the program:

- One grade below 2.5
- Two grades below 3.0

### **Course Offerings**

#### **COM 500 Introduction to Graduate Studies (4)**

Provides an overview of the field of communication and develops the research, writing and professional skills necessary for the successful graduate student. Students will explore an extensive body of communication literature, develop a research proposal and learn the details of the academic writing.

#### **COM 503 Philosophy of Communication Scholarship (4)**

Examines the stakes involved in varying approaches to communication scholarship, focusing on the role of history, culture, ideology, and institutional/disciplinary authority in the production of knowledge. Provides a core philosophy of communication scholarship that recognizes the implications of knowledge claims on human life, civic engagement, and democracy.

#### **COM 622 Qualitative Methods in Communication (4)**

The study and application of qualitative methods in communication research with an emphasis on the use of critical methods.

#### **COM 626 Culture and Communication: Contexts and Issues (4)**

Examines the global context of intercultural encounters with emphasis on mapping the deep historical roots of inequality that structure relations within and between nations and peoples. Articulates an ethic of co-existence premised on reciprocity and acceptance of difference without colonial violence, racial hostility, and gendered coercion.

**COM 627****Feminist Rhetorical Theory (4)**

Examines the intellectual debates and developments that inform research in feminist rhetorical theory and criticism. Provides a survey of feminist rhetorical theories, including traditional, critical-cultural, postmodern, and postcolonial approaches.

**COM 628****Rhetoric of Popular Culture (4)**

Examines the rhetorical and ideological dimensions of popular culture. Students will gain a detailed analysis of the multiple sites where everyday cultural practices, relations of power and domination, political economy, and texts converge, engendering meanings that have material consequences for human life and the environment.

**COM 629****Culture, Power, and Representation (4)**

Examines the various theories of representation, the ethnic, racial and gendered production of difference, the relation between discourse and subjectivity, and more generally, the poetics and politics of representation.

**COM 634****Communication and Cultural Citizenship (4)**

Foregrounds the relationship between discourse, citizenship, and social change by examining the role that communication plays in cultural articulations of citizenship. Scrutinizes arguments, policies, methods, and artifacts advanced in communication research on citizenship, from its performance in popular culture to its legal, social, and political manifestations.

**COM 405/505****Advanced Interpersonal Communication (4)**

Promotes understanding of the roles and drives behind our relationships. Examines the application of models, theories and research to interpersonal interactions.

**COM 650****Interpersonal Communication Theory (4)**

Examines theories central to relationships in a variety of contexts such as: organizational, romantic, small groups, friendships and persuasion.

**COM 652****Quantitative Methods in Communication (4)**

Provides graduate students with the principles and skills necessary to criticize quantitative research literature in communication. These include: developing proficiencies in structuring designs basic to descriptive and experimental studies such as data collection, analysis and presentation techniques in communication research.

**COM 410/510****Family Communication (4)**

Explores theory and current academic research involving the family. Students will understand how, through communication, we develop, maintain, enhance, or disturb family relationships.

**COM 656****Privacy and Disclosure (4)**

Investigates the role that communication plays in privacy and disclosure. Explores prominent theories and fundamental concepts that are germane to privacy and disclosure.

**COM 670                                      Media and Globalization (4)**

Examines issues surrounding international media, including globalization theory, comparative media systems, cultural imperialism, and cultural information flows.

**COM 673                                      Theorizing Media (4)**

Examines the key theoretical issues in the field of media studies as related to the historical development of mass communication. Students will gain firm grounding in the central assumptions, approaches and schools of thought that have shaped our understanding of media.

**COM 531                                      Digital Cultures: Identity and Community (4)**

Explores the institutional, cultural, political, and economic impacts of new media technologies. Provides a theoretical and historical perspective to help make sense of our changing media environment.

**COM 679                                      Media and Modernity (4)**

Examines the place of media communication within the broader processes of modernity from the mid 19<sup>th</sup> through the early 21<sup>st</sup> century.

**COM 685                                      Special Topics in Critical Cultural Communication Studies (4)**

Special topics in critical cultural communication offered by the department or as selected by assigned faculty.

**COM 686                                      Special Topics in Interpersonal Communication (4)**

Special topics in interpersonal communication offered by the department or as selected by assigned faculty.

**COM 687                                      Special Topics in Media History (4)**

Examines topics related to the development of media in relationship to US culture, including programming, technology and industry. Introduces students to central issues in media historiography and considers key issues in the field of media studies.

**COM 688                                      Comprehensive Exam (4)**

Comprehensive examination by a degree candidate based on approved reading list and administered by a three-faculty committee.

**COM 696                                      Creative Project (4)**

Completion of a creative project by a degree candidate with approval of his/her project committee.

**COM 699                                      Thesis (4)**

Completion of a research project by a degree candidate with approval of his/her thesis committee.

### **3. Assessment Plan Narrative**

#### **A. Citation of appropriate goals from OU's Role and Mission:**

1. "The university offers master's programs that meet demonstrable needs of Michigan residents and that maintain excellence."
2. "Oakland University assumes an obligation to advance knowledge through the research and scholarship of its faculty and students."

#### **B. Program Goals:**

1. In pursuit of the first goal cited above, M.A. courses in the Communication and Journalism will provide students with a solid foundation in the field for those seeking to pursue a doctoral degree in Communication or a related discipline, those desiring to teach at the community college level, or those seeking a terminal degree for professional development.
2. In pursuit of the second goal cited above, Communication and Journalism will have opportunity, through its graduate degree offering, to provide students with advanced training in the field of communication and to conduct methodologically and theoretically informed research in their selected track of study.

#### **C. Student Learning Outcomes**

1. M.A. students will demonstrate the ability to understand and interpret the impact of communication dynamics on social processes, conduct methodologically and theoretically informed research in communication, further their abilities in research and writing and acquire the analytical skills needed for their educational and/or professional pursuits.
2. M.A. candidates will demonstrate these abilities by writing formal, extended analytical research papers concerning key problematics in communication, typically using either qualitative or quantitative modes of analyses or a combination of both. This process culminates in one of three ways: 1) in the writing of the M.A. Thesis, an extended piece of research involving identification of a key problematic, a critical engagement of the relevant theoretical literature, and the implementation of an appropriately selected methodology; 2) in the writing of examination essays in response to specific questions regarding methodology, theory, and the significant literature in their selected track, or 3) in the completion of a creatively driven Project that proposes new ideas and advances theoretical understanding of an issue.

#### **D. Assessment Measures**

Assessment measures will consist of:

1. Direct assessment using student portfolio reviews. Portfolio reviews will be conducted for all graduating M.A. students, and will consist of an evaluation of the M.A. Thesis, Creative Project, or comprehensive examination essays written by the student. Five major assessment criteria have been identified and each will

be assigned a numerical score on a scale from 0 (lowest) to 4 (highest) (see Appendix C1).

2. Indirect assessment through exit evaluations The exit evaluations will be distributed to M.A. students at the time of their oral examination or Creative Project/Thesis defense (see Appendix C2).

#### E. Individuals Responsible for Assessment Activities

The assessment committee of Communication and Journalism, which will consist of no fewer than two department members, is responsible for all departmental assessment activities and for presenting assessment findings to the department.

#### F. Procedures for Using Assessment Results to Improve Program

1. The departmental assessment committee will discuss assessment results with faculty in at least one department meeting each year.
2. Remedies to any identified problems or weaknesses will be determined.
3. Any reforms to be implemented will be undertaken in accordance with departmental, college, and university regulations.

### 4. Library Review

A comprehensive library collection evaluation conducted by Shawn V. Lombardo indicated that the library currently has extensive holdings of interdisciplinary indexes, journals, monographs and reference sources that should be helpful in servicing the needs of the Communication and Journalism Department. However, the report conceded that additional materials are needed to make the library collection adequate for graduate-level research and scholarship. In consultation with the department Graduate Committee, a five-year library budget was drawn up for this purpose (see Appendix E for the complete Library Report).

### 5. Planning Narrative

The Master of Arts in Communication is in harmony with the overall vision of the University in that it would provide a distinctive program of study “enhancing an intellectual and ethical environment that prepares students to lead and serve in the local and world communities.”

Specifically we envision the program as contributing to three core components of the 2020 vision.

#### a. National University

The distinctive nature of the M.A., based on the strong research record of our combined faculty, should enable us to “achieve national recognition” as “a university of distinction.” We anticipate that at least 20% of the students in the masters program will

elect to continue studies toward a Ph.D. program. OU communication graduates are already distinguishing themselves as new scholars in the field. Through a rigorous and focused master's program, we anticipate that the M.A. in Communication will become a highly regarded degree for those considering further graduate education.

b. Research Intensive

The department currently has a strong commitment to faculty and student research. A Master of Arts program will greatly increase our visibility in Ph.D. granting institutions, at national and international research conferences, and in the development of new ideas to address the role of communication in strengthening community ties and enhancing interpersonal relationships.

c. 25,000 Students

We believe that a Master of Arts in Communication will attract graduate students to Oakland from around the state, region, and nation. Communication is one of the largest majors selected by students nationally. At nearby institutions we have a large pool of undergraduate students upon which we can draw. For example, Eastern Michigan has more than 600 undergraduate students, as does Wayne State. Most communication programs in the region are so large that they constitute their own college or school, occasionally combined with performing arts or with journalism.

Additionally, the undergraduate major in communication attracts a diverse student body. At Oakland, the major has one of the largest concentrations of students who identify as African American. We also have a significant number of transfer students and older, returning students. We expect this diversity to continue at the graduate level. Further, we think the focus on critical cultural communication studies, interpersonal communication, and media will be especially important in attracting diverse students.

One of the primary goals within the division of Academic Affairs is to promote graduate education and scholarship. Advancing this degree supports this goal in providing a rigorous course of study that combines broad themes in communication scholarship with focused inquiry through a variety of methodological perspectives.

6. **Benchmark proposed program against other similar programs in table format**

We have below a benchmark chart demonstrating the unique role that Oakland could fulfill. No other program in the state provides a specific focus on critical cultural studies, although several touch upon the area in urban studies, public communication, rhetorical criticism within communication studies. The chart also shows the program's competitiveness vis-à-vis similar programs in terms of total credit hours and admission and exit requirements.



	Emphasis	GPA		Admission Req.				Exit Req.
		overall	major	GRE	Total hrs	Credit	Thesis	Comps
<b>CMU</b>	Broadcast	2.7	3	N/A	30 + thesis	3	yes	no
	Performance							
	Education							
	Administration							
<b>Wayne</b>	Com Ed		3.2	yes, for GPA < 3.2	32 + 8 thesis	3	yes	
	Com Studies				32 + 3 essay	3		yes
	Media				35-40 crs work	3		
	PR							
	Organization							
<b>MSU</b>	Health		3	yes	30 + 4 thesis	3	yes	
	Urban				30 + cert.	3		yes
	Quantitative				Exam			
<b>EMU</b>	Interpersonal	2.7		N/A	30	variable	no	no
	Performance							
							2-3	
<b>NIU</b>	Com Theory	2.7		yes	33+3 thesis	3 to 6	yes	yes
	Rhetorical							
	Journalism							
	Media				33 + 3 comp			
<b>Akron</b>	Applied	2.7		no	30 + 6 thesis	3	yes	no
	PR				or project			
<b>Ball State</b>	Journalism	2.75	3	yes	36 + thesis	3	thesis or practicum	no
	Media/prod							
	Public							
	Organ							
	Interpersonal							
<b>OU</b>	Critical cultural	3		no, only for GTA appl.	32 + 4 thesis	4	yes	yes
	Interpersonal							
	Media							

## **7. Unique Features of the Program**

The M.A. in communication is unique on two levels. First, it would be the only program in the state to offer a focus on critical cultural communication. This critical orientation with its emphasis on the ways social location and power relationships inform, and are in turn informed by, communication is laid out in the required course, COM 503: Philosophy of Communication Scholarship, and integrated into many of the course offerings. Oakland positions the critical cultural perspective and its attendant methodologies at the core of the M.A. program. Second, this perspective provides a philosophy of scholarship that influences our approach to rhetoric, interpersonal communication and media studies. No other institution in the state provides this perspective as a central organizing principle. This unified perspective is reflected in the requirements for a core course of study in all of the M.A. tracks.

The M.A. program offers a range of research methodologies. Joining the majority of programs in the state, we offer both quantitative and qualitative methods. We also provide a curriculum that will prepare students in both domains. This distinguishes us from programs that restrict research methodologies to quantitative approaches. While some programs offer a concentration in Urban Studies that resonates with the critical cultural perspective, these programs typically provide less expansive methodological choices for scholars. Further, most of these programs emphasize racial relationships, rather than a broader consideration of power, history, identity and language.

Other programs within the state emphasize applied communication and performance studies or communication education. We do not anticipate course offerings in these areas.

Media and journalism studies are common areas of communication programs. However, the media emphasis at OU will be unique in its historical breadth and range of media covered.

## **8. Budget Narrative**

The M.A. in Communication program plans to begin in the fall term of 2010.

We anticipate beginning with 25 students and growing gradually to 55 in year five, 2015. We are assuming that the half the students will be full time and half part time. We calculated the number of credit hours at three-quarters for all students. Given the number of undergraduates in communication from Oakland and surrounding universities, we think these are reasonable expectations.

In the overall budget calculations, we assume adding one additional faculty member in year two and a second in year four. We also assumed no increase in tuition and modest increases in salary and benefit levels. We have also included a limited amount for faculty overload pay and additional compensation for the program director.

In Budget Year 1, we anticipate offering two graduate assistantships, increasing to four in budget years three, four and five. We have provided some support to defray travel costs for graduate assistants to attend professional conferences. We have also provided funds for replacement faculty to cover faculty who will be shifting to some degree from undergraduate classes. As we describe below, we do not anticipate this will be a major problem in our scheduling.

We have included expenditures for clerical support, supplies and services and telephone, with supplies and services decreasing after initial materials are secured. Library and media subscriptions are also included in the budget (see Appendix A for Budget Proforma). In response to the library's request for an increase in the library allotment, we have consented to increase the library funds to the requested amount.

We have also carefully considered the proposed graduate program's potential impact on the department's undergraduate program and faculty's teaching load. For this purpose, we have provided a course scheduling narrative (see Appendix D) showing how we intend to administer the graduate program in ways consistent with the department's overall commitment to both its undergraduate and graduate curriculum.

## **Appendices**

### **Appendix A: Budget Proforma**

Please see attached Updated Budget reflecting tuition fee increase and adjusted library funds

College of Arts and Sciences  
Program: M.A. in Communication  
Program Inception: Fall 2010  
Five-Year Budget: 2009-2010 to 2014-2015  
Fund: tba

Date: 2/12/09

	Acct.	Budget Year 1	Budget Year 2	Budget Year 3	Budget Year 4	Budget Year 5
<b>Revenue Variables:</b>						
<b>Headcount</b>		25	35	45	55	55
<b>Average credits per year per major</b>		12	12	12	12	12
<b>Total Credit Hours</b>		300	420	540	660	660
Undergraduate (lower)						
Undergraduate (upper)						
Graduate		300	420	540	660	660
<b>Total FYES</b>		12.50	17.50	22.50	27.50	27.50
Undergraduate (cr.÷30)		0.00	0.00	0.00	0.00	0.00
Graduate (cr.÷24)		12.50	17.50	22.50	27.50	27.50
Doctoral (cr.÷16)		0.00	0.00	0.00	0.00	0.00
<b>Tuition Rate Per Credit Hour</b>						
Undergraduate (lower)		268	268	268	268	268
Undergraduate (upper)		293	293	293	293	293
Graduate		496	496	496	496	496
<b>Revenue</b>						
Tuition		\$ 148,800	\$ 208,320	\$ 267,840	\$ 327,360	\$ 327,360
Other		-	-	-	-	-
<b>Total Revenue</b>		\$ 148,800	\$ 208,320	\$ 267,840	\$ 327,360	\$ 327,360
<b>Compensation</b>						
Salaries/Wages						
Faculty Inload Replacements (\$4,000/section)	6301	\$ 16,000	\$ 20,000	\$ 24,000	\$ 20,000	\$ 20,000
Faculty Salaries	6101		55,000	55,000	110,000	110,000
Faculty Overload	6301	10,000	10,000	10,000	10,000	10,000
Part-time Faculty (\$4,244/section)	6301					
Visiting Faculty	6101					
Administrative (Grad Administrator)	6201	8,500	8,500	8,500	8,500	8,500
Administrative - IC	6221					
Clerical (casual up to 19 hours/week)	6211	15,000	15,000	15,000	15,000	15,000
Student	6501					
Graduate Assistantship Stipend (\$8500/GA)	6311	17,000	17,000	34,000	34,000	34,000
Out of Classification	6401					
Overtime	6401					
Total Salaries/Wages		66,500	125,500	146,500	197,500	197,500
Fringe Benefits	6701	2,065	24,703	24,703	47,341	47,341
<b>Total Compensation</b>		<b>\$ 68,565</b>	<b>\$ 150,203</b>	<b>\$ 171,203</b>	<b>\$ 244,841</b>	<b>\$ 244,841</b>
<b>Operating Expenses</b>						
Supplies and Services	7101	\$ 9,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Media subscriptions/connections	7101	1,000	1,000	1,000	1,000	1,000
Cultural events	7101	2,000	2,000	2,000	2,000	2,000
Facilities Rental (\$200/cr)	7101					
Graduate Assistant Tuition (16 Credits/GA)	7101	15,872	15,872	31,744	31,744	31,744
Travel	7201	4,000	4,000	6,000	6,000	6,000
Telephone	7301	1,000	1,000	1,000	1,000	1,000
Equipment	7501	3,400	1,400	3,000	1,500	500
Library	7401	16499	16149	17539	20061	20730
<b>Total Operating Expenses</b>		<b>\$52,771.00</b>	<b>\$ 40,421</b>	<b>\$66,283.00</b>	<b>\$67,305.00</b>	<b>\$66,974.00</b>
<b>Total Expenses</b>		<b>\$121,336.00</b>	<b>\$195,624.00</b>	<b>\$237,486.00</b>	<b>\$312,146.00</b>	<b>\$311,815.00</b>
<b>Net</b>		<b>\$27,464.00</b>	<b>\$12,696.00</b>	<b>\$30,354.00</b>	<b>\$15,214.00</b>	<b>\$15,545.00</b>

**Appendix B: One-Page Course Syllabi (following new GSC format)**

## COM 500: Introduction to Graduate Studies in Communication

**Catalog Description:** Provides an overview of the field of communication and develops the research, writing and professional skills necessary for the successful graduate student. Students will explore an extensive body of communication literature, develop a research proposal and learn the details of the academic writing.

**Course Description and Objectives:** The course is one of the required foundations for students in the program and has the following three main objectives: 1) to introduce students to the discipline of communication and acquaint them with the respective research areas of the department faculty, 2) to introduce students to the conventions of academic reading and writing that will allow them to construct a comprehensive literature review and research proposal, and 3) to introduce students to the variety of research approaches used in the field of communication studies.

### Assignments

Literature review and research proposal development papers	
Annotated bibliography	5%
Literature analysis	10%
Outline of literature review	10%
Final literature review, research proposal, and presentation	25%
Research article critique and presentation	10%
Journal review and presentation	5%
Faculty interview paper	5%
Exam 1	15%
Exam 2	15%

**Course Topics:** Introduction to the field, history of communication, principles of academic reading and writing, constructing a literature review, designing a research proposal, research approaches to communication.

### Sample Course Texts

- Cohen, H. (1994). *The history of speech communication: The emergence of a discipline, 1914-1945*. Washington, DC: Speech Communication Association.
- Colón Semenza, G. M. (2005). *Graduate study for the twenty-first century: How to build an academic career in the humanities*. New York: Palgrave Macmillan.
- Dues, M., & Brown, M. (2004). *Boxing Plato's shadow: An introduction to the study of human communication*. Boston: McGraw Hill.
- Frey, L. R., Botan, C. H., & Kreps, G. L. (2000). *Investigating communication: An introduction to research methods* (2 ed.). Boston: Allyn & Bacon.
- Frey, L. R., Botan, C. H., Friedman, P. G., & Kreps, G. L. (1992). *Interpreting communication research: A case study approach*. Englewood Cliffs, NJ: Prentice Hall.
- Rossmann, M. H. (2002). *Negotiating graduate school: A guide for graduate students* (2nd ed.). Thousand Oaks, CA: SAGE.
- Rubin, R. B., Rubin, A. M., & Piele, L. J. (2005). *Communication research: Strategies & sources* (6th ed.). Belmont, CA: Wadsworth.



## COM 503: Philosophy of Communication Scholarship

**Catalog Course Description:** Examines the stakes involved in varying approaches to communication scholarship, focusing on the role of history, culture, ideology, and institutional/disciplinary authority in the production of knowledge. Provides a core philosophy of communication scholarship that recognizes the implications of knowledge claims on human life, civic engagement, and democracy.

**Course Description:** The course grounds students in a multifaceted and contextualized approach to communication scholarship. Topics covered include a review and critique of the classical view of science, the revisioning of social analysis with the linguistic/interpretivist/cultural/semiotic turn in the social sciences, the shift from the empirical pursuits of Enlightenment reason to the institutional arrangements and social conditions of knowledge production, and the centering of communication as a major theoretical concern in societal formation and in the workings of democracy.

### Assignments

Critical Review Outline (2 x 10 pts. each)	20%
Term Paper Abstract/Proposal	10%
Class Discussion Facilitation	15%
Class Participation	10%
Completed Term Paper	40%
<u>Oral Presentation of Final Projects</u>	<u>5%</u>
Total	100%

**Course Topics:** Critique of Classical View of Science, Linguistic/Interpretivist/Cultural/Semiotic Turn in the Social Sciences, Symbolic Power, Politics of Meaning, Culture as Communication, Performativity Theory, Articulation Theory, Radical Historicization/ Contextualization, Communication and the Public Sphere.

### Sample Texts

- Appadurai, A. (1996). *Modernity at Large: cultural dimensions of globalization*. Minneapolis: University of Minnesota Press. Chapter two, "Global Disjuncture and Cultural Difference."
- Hall, S. (1996). *Critical Dialogues in Cultural Studies*. D. Morley & K-H Chen (Eds.). London & New York: Routledge.
- Hamilton, P. (1992). "The Enlightenment and the Birth of Social Science." In S. Hall & B. Gieben (Eds.). *Formations of Modernity* (pp. 18-62). Oxford, UK: Polity Press in association with The Open University.
- Hardt, H. (1989). The return of the 'critical' and the challenge of radical dissent: Critical theory, cultural studies, and American Mass Communication Research. In J. A. Anderson (Ed.). *Communication Yearbook 12* (pp. 558-600). Newbury Park, CA: Sage.
- Kuhn, T. (1970). *The structure of scientific revolutions*. Chicago: University of Chicago Press, 1970. Second edition with Postscript.
- Nelson, C. & Gaonkar, D. P. (Eds.) (1996). *Disciplinary and Dissent in Cultural Studies*. New York & London: Routledge (Selected Chapters).

## COM 622: Qualitative Methods in Communication

### Catalog Course Description:

The study and application of qualitative methods in communication research with an emphasis on the use of critical methods.

### Course Description:

In this course, students will learn to conduct scholarly research using qualitative methods for analyzing communication phenomena. Students will become familiar with the theoretical grounding and critical aims of a variety of qualitative communication research methods including rhetorical, ethnographic, discursive, historical and critical cultural methods. The course will guide students in designing, undertaking presenting qualitative research projects and learning critically to evaluate qualitative research.

Assignment	Percent of Grade
Identifying Methods	15%
Research Review	20%
Research Proposal	50%
Discussion Participation	15%

### List of Topics Covered:

Introduction to Qualitative Methods; Theory of Qualitative Research; Starting a Project: Matching Questions and Methods; Assessing Research; P Critical Ethnography; Cultural Criticism; Rhetorical Criticism; Semiotics; Critical Discourse Analysis; Feminist Criticism, Ideological Criticism, Media Analysis.

### Sampling of Readings:

- Boucher, A. & Ellis, C. (2002). *Ethnographically speaking: Autoethnography, literature and aesthetics*. Nashville: Alta Mira Press.
- Burgchardt, C. (2005) *Readings in rhetorical criticism*. Strata Publishing.
- Clifford, J. & Marcus, G. E. (1986). *Writing culture: The poetics and politics of ethnography*. Berkeley: University of California Press.
- Conquergood, D. (1991). Rethinking ethnography: Towards a critical cultural politics. Communication Monographs, 58, 179-194.
- Denzin, N. K. & Lincoln, Y. S. (Eds.). (2005). *The Sage handbook of qualitative research. Third Edition*. Sage.
- Hart, Roderick and Suzanne Daughton. (2005). *Modern rhetorical criticism. Third Edition*. Boston, MA: Pearson.
- Holt, J. & Perren, A. Eds. (2009). *Media industries: History, theory, and method*. Wiley Blackwell.
- Lindlof, T.R. & Taylor, B. C. (2002). *Qualitative communication research methods. Second Edition*. Sage.
- Silverman, D. (2005). *Doing qualitative research: A practical handbook, Second Edition*. Sage.
- Stokes, J. (2003). *How to do media and cultural Studies*. Sage.
- Swartz, O. (1997). *Conducting socially responsible research: Critical theory, neo-pragmatism, and rhetorical inquiry*. Sage Publications.

White, M. & Schwoch, J. Eds. (2006). *Questions of method in cultural studies*. Wiley Blackwell.

## COM 629: Culture, Power, and Representation

**Catalog Description:** Examines the various theories of representation, the ethnic, racial and gendered production of difference, the relation between discourse and subjectivity, and more generally, the poetics and politics of representation.

**Course Description:** The course examines the mechanisms of symbolic power as it operates in the production of cultural knowledge and in all other practices of discursive representation. In particular, we will examine the various theories of representation, the racial and gendered production of difference, the relation between discourse and subjectivity, and more generally, the poetics and politics of representation. These thematics will be explored within a rich variety of contexts and institutional sites, e.g., in colonial and anthropological discourse, in popular media narratives and consumer culture, and in the global deployment of Western theoretical/knowledge productions, among others.

### Assignments

In-Class Exam	15%
Term Paper Abstract/Proposal	10%
Completed Term Paper	40%
Oral Presentation of Final Projects	5%
Class Discussion Facilitation w/ Handout	20%
<u>Class Participation</u>	<u>10%</u>
Total	100%

**Course Topics:** Theories of Representation, Stakes in Representation, Politics of Representation, Discourse, Power, and Ideology, Culture as Hegemony, Cultural Discourse and the Making of (Colonial) Subjects, Representing Gender and Cultural Resistance, Gendered Embodiments, Representing Globalization, Discourse and Consumption.

### Sample Texts:

Abram, D. (1996). "The Flesh of Language." In *The spell of the sensuous* (pp. 73-92). NY: Vintage Books.

Groneman, C. (1995). Nymphomania: The historical construction of female sexuality. In J. Terry & J. Urla (Eds.), Deviant bodies: Critical perspectives on difference in science and popular culture (pp. 219-249). Bloomington: Indiana University Press.

Hall, S. (Ed.). (1997). Representation: Cultural representations and signifying practices. London: Sage. (Course Textbook). Hall, S. (Ed.). (1997). Representation: Cultural representations and signifying practices. London: Sage. (Course Textbook)

- Rosaldo, R. (1989/1992). Culture and truth: The remaking of social analysis. Boston: Beacon Press. (Ch. 2, "After Objectivism," pp. 46-67; Ch. 4, "Putting Culture in Motion," pp. 91-108.
- Scott, J. (1990). Domination and the arts of resistance: Hidden scripts. New Haven: Yale University Press. (Chapter 4, pp. 71-107).
- Spivak, G. C. (1988). "Can the subaltern speak?" In C. Nelson & L. Grossberg (Eds.). *Marxism and the interpretation of culture* (pp. 271-313).

## COM 626: Culture and Communication: Contexts and Issues

### Catalog Copy

Examines the global context of intercultural communication with emphasis on mapping the historical encounters that structure relations within and between nations and peoples. Works toward articulating an ethic of co-existence premised on reciprocity and acceptance of difference capable of theorizing and challenging the continuing effects of colonization, racial domination, and gendered coercion.

### Course Description

This course examines the global historical context of intercultural communication with particular emphasis on the last five hundred years of modern human contact. It focuses on the constitutive role of communication in structuring cross-cultural encounters in various relations of power, exploring interlocking strategies of domination and tactics of resistance, within and between nations and peoples, over time. In particular, it seeks to articulate an ethic of co-existence premised on mutual respect and reciprocity and an acceptance of difference arising out of critical examination of colonial hierarchies, racialized discourses, and gendered positions. The course is intended to serve as a capstone course to enable students to bring theories of culture and communication to bear on the most pressing challenges facing our world today.

### Assignments

Class Discussion Facilitation	20%
Overall Class Participation	20%
Final Project Abstract/Proposal	10%
Final Term Project	40%
Oral Presentation of Final Project	10%
Total	100%

**Course Topics:** Question of sustainability; modernity as a mode of encounter with others based on a struggle over resources; the logic of corporate expansion structuring social relations under the primacy of competition; communication tactics obeying logics other than unlimited growth; and the possibilities of relationships with others based on an ethic of reciprocity and co-existence. As a practical discipline, intercultural communication is engaged here within the overarching concern for social justice and ecological health and the urgency with which new questions of planetary viability must be addressed in an increasingly uncertain environment of encounter.

### Sample Course Texts

- Hedges, C. (2009). *The empire of illusion: The end of literacy and the triumph of spectacle*. New York, NY: Nation Books.
- Jensen, D. (2006). *Endgame. Volume I: The problem of civilization*. NY: Seven Stories Press.
- Jensen, D. (2002/2004). *Listening to the land: Conversations about nature, culture, and eros*. Vermont: Chelsea Green Publishing.
- Kovel, J. (2002). *The enemy of nature: The end of capitalism or the end of the world?* New York, NY: Palgrave.
- Mander, J & Goldsmith, E. (Eds.). (1996). *The Case Against the Global Economy and for a Turn toward the Local*. (San Francisco: Sierra Club Books).
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Illich, Ivan. (1977/1978). *Toward a History of Needs*. NY: Pantheon Books, a division of Random House.

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**COM 627: Feminist Rhetorical Theory**

**Catalog Description:** Examines the intellectual debates and developments that inform research in feminist rhetorical theory and criticism. Provides a survey of feminist rhetorical theories, including traditional, critical-cultural, postmodern, and postcolonial approaches.

**Course Description:** The course examines feminist rhetorical theory focusing on the intellectual debates and developments that inform research in the area. The course begins with an overview of the intersection of feminism and rhetoric and then moves to an examination of the intellectual foundations of feminist inquiry, including feminist epistemology and ontology, the politics of location, and the complexities of essentialism. Students subsequently investigate the politics of historiography in rhetorical theory and criticism, its impact on the inclusion of women in the canon, and the problem with simply “writing women into” the field. Contemporary approaches to feminist rhetorical theorizing are provided throughout, including traditional, critical-cultural, postmodern, and postcolonial approaches.

Assignment	Points	Percent of Grade
Presentation of Readings (3 page outline, 12 min)	10	10%
Weekly Summaries of Readings (14 p. single space)	25	25%
Final Paper Proposal (5 pages double spaced)	10	10%
Peer Review Paper (5 pages double spaced)	15	15%
Final Paper (18 pages, double spaced)	40	40%
Total Points Possible	100	100%

**Course Topics:** Feminist Epistemology and Ontology; Essentialism; Historiography; Paradigm Conflicts; Feminine Style; Incorporating Female Orators into the Canon; Critical-Cultural Theory; Theories of Gender and Sexuality; Feminism & Postmodern Theory; Feminist Postcolonial Theory.

**Sample Texts:**

- Blair, Carole, Julie R. Brown and Leslie Baxter. “Disciplining the Feminine.” *Contemporary Rhetorical Theory: A Reader*. Ed. John Louis Lucaites, Celeste Michelle Condit and Sally Caudill. New York: Guilford Press, 1999. 563-90.
- Campbell, Karlyn Kohrs. *Man Cannot Speak for Her: A Critical Study of Early Feminist Rhetoric*. Westport, CT: Praeger, 1989.
- Dow, Bonnie and Mari Boor Tonn. “‘Feminine Style’ and Political Judgment in the Rhetoric of Ann Richards.” *Quarterly Journal of Speech* 79 (1993): 286-302.
- Eltantawy, Nahed. “Pots, Pans, & Protests: Women’s Strategies for Resisting Globalization in Argentina.” *Communication and Critical/ Cultural Studies* 5 (2008): 46-63.
- Foss, Sonja and Cindy Griffin. “A Feminist Perspective on Rhetorical Theory: Toward a Clarification of Boundaries.” *Western Journal of Communication* 56 (1992): 330-349.

- Hayden Sara. "Re-claiming Bodies of Knowledge: An Exploration of the Relationship Between Feminist Theorizing and Feminine Style in the Rhetoric of the Boston Women's Health Collective." *Western Journal of Communication* 61 (1997): 127-63.
- Hegde, Radha. "Narratives of Silence: Rethinking Gender, Agency, and Power from the Communication Experiences of Battered Women in South India." *Communication Studies* 47 (1996).

## COM 628: The Rhetoric of Popular Culture

**Catalog Course Description:** The course examines the rhetorical and ideological dimensions of popular culture. Students will gain a detailed analysis of the multiple sites where everyday cultural practices, relations of power and domination, political economy, and texts converge, engendering meanings that have material consequences for human life and the environment.

**Course Description:** The course offers students the opportunity to investigate the symbolic foundations of culture and its expression in popular forms such as television, radio, advertisements, newspapers, magazines, the Internet, mobile technology, and sports. Students examine the theoretical perspectives that illuminate the ways in which popular culture contributes to our understanding of race/ethnicity, gender, sexuality, and citizenship and they explore the relationship between popular culture, ideological hegemony, and communication.

Assignment	Points	Percent of Grade
Presentation of Reading	10	10%
Weekly Summaries	25	25%
Paper Proposal	10	10%
Peer Review Paper	15	15%
Final Paper	40	40%
Total Points Possible	100	100%

**Course Topics:** The Frankfurt School; the culture industries; high vs. low culture; political economy; structuralism, culture, and myth; encoding/production; audiences and fandom; intertextuality; representation and gender, race/ethnicity, and sexuality; neocolonialism; globalization.

### Sampling of Readings:

Andrejevic, Mark. "The Kinder, Gentler Gaze of Big Brother." *New Media and Society*, 4

(2002): 251-270.

Noy, Chaim. "Mediation Materialized: The Semiotics of a Visitor Book at an Israeli Commemoration Site." *Critical Studies in Media Communication* 25 (2008): 175-95.

Ott, Brian and C. Walter. "Intertextuality: Interpretive Practice and Textual Strategy." *Critical*

*Studies in Media Communication* 17 (2000): 429-446.

Shefrin, Elana. "Lord of the Rings, Star Wars, and Participatory Fandom: Mapping New

Congruencies Between the Internet and Media Entertainment Culture." *Critical Studies in Media Communication* 21.3 (2004): 261-81.

Stengrim, Laura. "Negotiating Postmodern Democracy, Political Activism, and Knowledge

Production: Indymedia's Grassroots and e-Savvy Answer to Media Oligopoly." *Communication and Critical / Cultural Studies* 2.4 (2005): 281-304.

Strinati, Dominic. *Theories of Popular Culture*. London: Routledge, 2004.

Waetjen, Jarrod and Timonty Gibson. "Harry Potter and the Commodity Fetish:



Activating

Corporate Readings in the Journey from Text to Commercial Intertext.”

*Communication*

*and Critical / Cultural Studies* 4 (2007): 3-26.

## COM 634: Communication and Cultural Citizenship

### Catalogue Course Description:

Foregrounds the relationship between discourse, citizenship, and social change by examining the role that communication plays in cultural articulations of citizenship. Scrutinizes arguments, policies, methods, and artifacts advanced in communication research on citizenship, from its performance in popular culture to its legal, social, and political manifestations.

### Course Description

This course introduces students to the contemporary scholarship in citizenship studies from a critical cultural perspective. It fosters both an interdisciplinary approach as well as a firm grounding in the communication studies. Students will examine a broad range of texts and films that cover political, social, legal, and cultural approaches to citizenship. Rhetoric is our discipline's foundation. Through this critical, rhetorical basis, we will study the relationships between public forms of discourse and the impact they have on citizenship and social change, always calling into question the power struggles inherent in particular forms of citizenship.

Assignment	Points	Percent of Grade
Scholarly Notes	100	20%
Midterm	100	20%
Final Paper/Project	200	40%
Participation	100	20%
Total Points Possible	500	100%

### Course Topics:

Classical rhetorical theories of citizenship, postmodern theories of citizenship, applied studies in citizenship, Foucauldian, discourse analytic approaches to citizenship, and the relationships between political, legal, and cultural forms of citizenship.

### Sampling of Readings:

- Hauser, G. & Grim, A. (2004). *Rhetorical democracy: Discursive practices of civic engagement*. New York: Lawrence Erlbaum Associates.
- Gilroy, P. (2001). *Against race: Imagining political culture beyond the color line*. Boston: Harvard University Press.
- Isin, E. F. & Turner, B. S. (2002). *Handbook of citizenship studies*. London: Sage.
- Miller, T. (1993). *The Well-tempered self: Citizenship, culture, and the postmodern subject*. Baltimore: Johns Hopkins University Press.
- Miller, T. (1998). *Technologies of truth: Cultural citizenship and the popular media*. Minneapolis: University of Minnesota Press.
- Vivian, B. (2002). "Jefferson's other." *Quarterly journal of speech*, 3, pp. 284-302.

## COM 405/505: Advanced Interpersonal Communication

**Catalog Description:** Promotes understanding of the roles and drives behind our relationships. Examines the application of models, theories and research to interpersonal interactions.

**Course Description:** Interpersonal communication is perhaps the largest area of communication. Interpersonal relationships affect almost every aspect of our lives ranging from romantic to business relationships. The goal of this class then, is to promote understanding of the role communication plays in establishing, negotiating, and maintaining these relationships.

### Assignments

Exam 1	25%
Exam 2	25%
Literature Review	25%
Final Paper	25%

**Course Topics:** Theories of interpersonal interactions, such as expectancy violations and uncertainty reduction, the role of mediated communication on interpersonal relationships, symbols and meanings, conflict, nonverbal signs, signals, and illustrators, relationship initiation, maintenance and deterioration.

### Sample Texts:

- Afifi, W. A., & Reichert, T. (1996). Understanding the role of uncertainty in jealousy experience and expression. *Communication Reports*, 9, 93-103.
- Anderson, P. A., & Eloy, S. V. (1995). Romantic jealousy and relational satisfaction: A look at the impact of jealousy experience and expression. *Communication Reports*, 8, 77-86.
- Buunk, B. P., Doosje, B. J., Jans, L. G. J. M., & Hopstaken, L. E. M. (1993). Perceived reciprocity, social support, and stress at work: The role of exchange and communal orientation. *Journal of Personality and Social Psychology*, 65, 801-811.
- Baxter, L. A., & Wilmot, W. W. (1984). "Secret tests": Social strategies for acquiring information about the state of the relationship. *Human Communication Research*, 11, 171-201.
- William R Cupach, W. R. & Spitzberg, B. H. (2007). The dark side of interpersonal communication Mahwah, N.J. : Lawrence Erlbaum Associates
- Knapp, M. L. & Daly, J. A. (2003). Handbook of interpersonal communication. Thousand Oaks, CA : SAGE.
- Leeds-Hurwitz, W. (1995). Social approaches to communication. New York : Guilford Press.
- Watzlawick, P., Bavelas, J. B., & Jackson, D. D. (1967). Pragmatics of human communication: a study of interactional patterns, pathologies, and paradoxes. New York: Norton.

## COM 652: Quantitative Methods in Communication

**Catalog Description:** Provides students with the principles and skills necessary to criticize quantitative research literature. These include: developing proficiencies in structuring designs basic to descriptive and experimental studies such as data collection, analysis and presentation techniques in communication research.

**Course Description:** The course provides students with the principles and skills necessary to analyze, critique, and design quantitative research studies. This includes: developing proficiencies in structuring designs basic to descriptive and experimental studies such as data collection, analysis, and presentation techniques in communication research. The course will be divided into two parts: in class meetings for understanding the material and meeting in a computer lab to apply what has been learned.

### Assignments

Exam 1	25%
Exam 2	25%
Quizzes (5)	25%
Research	25%

**Course Topics:** Analysis and critique of quantitative research literature in communication, constructing evidence in quantitative research, basic methods of statistical analysis such as t-tests, ANOVA, Pearson and Spearman Correlations, and multiple regression, descriptive vs. experimental design, descriptive vs. experimental design, data analysis and presentation.

### Course Text

Wrench, J. S., Thomas-Maddox, C., Richmond, V. P., & McCroskey, J. C. (2008). *Quantitative*

*research methods for communication: A hands-on approach.* New York: Oxford.

## COM 650: Interpersonal Communication Theory

**Catalog Description:** Examines theories central to relationships in a variety of contexts such as: organizational, romantic, small groups, friendships, and the practice of persuasion.

**Course Description:** The course is designed to train students to theorize using the lens of interpersonal communication across a variety of contexts and group settings. Students will be introduced to the diverse modes of theorizing in the subdiscipline of interpersonal communication. The goal is to challenge them to perform their own creative theorizing of relational communication dynamics within any given number of contexts or social settings. At the end of the course, students are expected to design a research project demonstrating their ability to theorize communication processes, construct a research problematic, and design a research study using the theoretical perspectives they have learned in interpersonal communication.

### Assignments

Exam 1	25%
Exam 2	25%
Annotated Bibliography	17%
Research	33%

**Course Topics:** Theories of interpersonal communication such as Uncertainty Reduction Theory, Communication Accommodation Theory, Elaboration Likelihood Model, as they apply to organizational communication, romantic relationships, small group communication, and the practice of persuasion, self-disclosure, research approaches/methods in interpersonal communication.

### Sample Readings:

Collins, N. L., & Miller, L. C. (1994). Self-disclosure and liking: A meta-analytic review.

*Psychological Bulletin, 116*, 457-475.

Cozby, P. C. (1973). Self-disclosure: A literature review. *Psychological Bulletin, 79*, 73- 91.

Norton, R. W. (1978). Foundations of a communicator style construct. *Human Communication Research, 4*, 99-112.

Infante, D. A., Rancer, A., & Womack, D. F. (2003). *Building communication theory*, 4<sup>th</sup> ed. Prospect Heights, IL: Waveland Press.

## **COM 410/510: Family Communication**

**Catalog:** Explores theory and current academic research involving the family. Students will understand how, through communication, we develop, maintain, enhance, and/or disturb family relationships.

**Course Description:** The course is designed to help students understand how family relationships are developed, maintained, enhanced and/or disturbed or disrupted. Students will learn verbal and nonverbal skills that can help promote healthy family communication dynamics. However, it is important to note that this course is NOT meant to be therapeutic or the answer to all family problems. Rather, it is designed to offer students an alternative way of viewing family interactions that (hopefully) will generate new and meaningful thoughts about the family unit in our culture.

### **Assignments**

Exam 1	22%
Exam 2	22%
Family Interviews	22%
Reading Quizzes	11%
Research	23%

**Course Topics:** Family identity, stories, gender roles, family rules and boundaries, family types and communication networks, understudied populations, impact of technologies on family communication, government and family interface.

### **Sample Readings:**

Popenoe, D. (1990). Family decline in America. In D Blankenhorn et al. (Eds.)  
Rebuilding the nest (pp. 39-51). Milwaukee, WI: Family Service America

Elkind, D. (1995). The family in the postmodern world. *Phi Kappa Phi Journal*, 73(3),  
24-28.

Coontz, S. (1989). In search of a golden age: A look at families throughout U.S. history  
reveals there has never been an “ideal form.” *Caring for Families*, 21, 18-24.

Crispell, D. (1992). Myths of the 1950s. *American Demographics*, 38-43.

Kain, E. L. (Ed.) (1990). Men, women, and gender roles. The myth of family decline:  
Understanding families in a world of rapid social change. Lexington, MA:  
Lexington Books.

## COM 656: Privacy and Disclosure

**Catalog:** Investigates the role that communication plays in privacy and disclosure. Explores prominent theories and fundamental concepts that are germane to privacy and disclosure.

**Course Description:** The course will explore the role of communication in privacy and disclosure. Prominent theories that are germane to privacy, such as Social Penetration Theory and Communication Privacy Management will be explored in-depth. The course will begin by addressing some of the assumptions that underlie prevalent privacy theories and the notion of privacy itself. Additionally, the course will explore the fundamental concepts of dialectics (privacy vs. disclosure), information ownership, and control of information. This will be followed by readings and discussions that address the rules that people collectively develop to manage private information and the many factors that influence, shape, and make problematic the formation of privacy rules. These factors include gender, culture, situation, context, and others. The course will then explore the repercussions of privacy rule violations.

### Assignments

Article synthesis paper and presentation	20%
Privacy notebook	20%
Theory application paper and presentation	20%
Final paper and presentation	40%

**Course Topics:** Secrets, boundaries, information dissemination, rules of disclosure and the dialectics of openness/silence.

### Sample Readings:

Branscomb, A. W. (1994). *Who owns information? From privacy to public access*. New York:

BasicBooks.

Dennis, J. C. (2000). *Privacy and confidentiality of health information*. San Francisco: Jossey-

Bass.

Pennebaker, J. W. (1990). *Opening up: The healing power of expressing emotions*. New York:

Guilford.

Petronio, S. (2002). *Boundaries of privacy: Dialectics of disclosure*. Albany, NY: State

University of New York.

Petronio, S. (2000). *Balancing the secrets of private disclosures*. Mahwah, NJ: Lawrence

Erlbaum.





## COM 670: Media and Globalization

**Catalog Copy:** Examines issues surrounding international media, including globalization theory, comparative media systems, cultural imperialism, and cultural information flows.

**Course Description:** To use the term global media studies is somewhat of a redundancy. Mass media in particular has always been tied to processes of globalization, as witnessed in the strong ties between media and the nation state. However, in the past 20 years the dynamics of global media have changed rapidly and continue to do so. Media are increasingly transnational in terms of institutions, texts, technologies and audiences. This course examines some of these developments by focusing on four key areas of scholarly research: globalization theory, comparative media systems, cultural imperialism, and the more recent debates regarding hybridization and transnational flows.

### Assignments:

Thought Pieces	30% (3 at 10% each)
Seminar Paper	50% (paper proposal 10%; progress report 10%, final paper 30%)
Participation	20%

**Course Topics:** Defining globalization; globalization and modernity, media and transnational flows; comparative media systems; the question of the state; international viewing contexts; non-Western media studies; cultural imperialism; cross cultural influences; the emergence of a new world order.

### Selected Texts:

- Curran, J. and Park, M.J. (2000). *De-Westernizing Media Studies*. London: Routledge
- Iwabuchi, I. (2002). *Recentering Globalization: Popular Culture and Japanese Transnationalism*. Durham, Duke UP.
- Mattleart, A. and A. Dorfman (1975). *How to Read Donald Duck: Imperialist Ideology in the Disney Comic*.
- Rantanen, T. (2005). *The Media and Globalization*. Thousand Oaks: Sage.
- Selznick, B. (2008). *Global Television: Co-Producing Culture*. Philadelphia: Temple UP.
- Tomlinson, J. (1999).. *Globalization and Culture*. Chicago: University of Chicago Press.
- Tomlinson, J. (1991). *Cultural Imperialism*. Baltimore: The Johns Hopkins University Press.

## COM 673: Theorizing Media

**Catalog Copy:** Examines the key theoretical issues in the field of media studies as related to the historical development of mass communication. Students will gain firm grounding in the central assumptions, approaches and schools of thought that have shaped our understanding of media.

**Course Description:** For a century now different thinkers have tried to grapple with the meaning, influence and significance of mass communication in modern life. This class will offer a historical approach, introducing students to the main traditions that have emerged and continue to inform the development of the field. Media studies is a relatively young field, and still grappling with questions of “tradition” and “canon”. This class will take on this issue broadly to look at how thinkers have grappled with the complex interrelationship between mass communication and modern societies. Rather than try to cover every important “theorist,” this class will provide a firm foundation in the central issues that have motivated exploration of the mass media as a social phenomenon, and cover the dominant “schools” of thought that continue to organize the field.

### Assignments

Thought Pieces, 3	30% (10% each)
Book Review	25%
Participation	20%
Review Essay	25%

**Course Topics:** Progressives and the promise of communication; public relations and the collapse of Progressive hope; the Columbia school and birth of mass communication research; mass communication theory during war time; the Frankfurt school; mass society theories; the rise of social science research; the Toronto school; new challenges in the digital age.

### Selected Texts:

- Cooley, C H. (1998, original 1908) *On Self and Social Organization*. New Brunswick: Transaction Publishers.
- Dewey, J. (1954) *The Public and Its Problems*. Swallow Press.
- Katz, E., J.D Peters, Tamar Liebes, Avril Orloff (eds.). *Canonic Texts in Media Research: Are There Any? Should There Be?* London: Polity.
- Lippmann, W. (1997, original 1922) *Public Opinion*. New York: The Free Press.
- Mills, C W. (2000) *The Power Elite*. New York: Oxford University Press, USA.
- Peters, J.D. and P. Simpsonson (eds.) (2004) *Mass Communication and American Social Thought*. London: Rowman & Littlefield.
- Schiller, H I. (1992) *Mass Communications and American Empire*. Westview Press.

## COM 431/531: Digital Cultures: Identity and Community

**Catalog Copy:** Explores the institutional, cultural, political, and economic impacts of new media technologies. Provides a theoretical and historical perspective to help make sense of our changing media environment.

**Course Description:** Few would argue that the world looks remarkably different than it did 20 years ago. This course is designed to more precisely define and explore the meaning of these differences. Drawing from a range of sources and perspectives, we will explore what is actually new about the current media environment, while also considering the connections between the present and the past. We will consider how social institutions, cultural creation, political participation, ideas about individual identity, and business/economic practices have shifted with the emergence of our convergence culture, enabled by digital technology; that remarkable technology that in reducing all information into zeros and ones, can place all manner of content on single screen. By the time we finish the course, there will undoubtedly be two or three more “breakthroughs” in technology – we cannot possibly keep up, but by focusing on theory, history, or more broadly, ideas about technology and society/culture, we can make sure that our thinking about such changes is informed, thoughtful, and critical.

### Course Requirements:

Thought Pieces	30% (3 at 10% each)
Seminar Project	50% (project proposal 10%; progress report 10%, final project 30%)
Participation	20%

**Course Topics:** As we experience these changes, our job in this class is as much to raise questions as to answer them; to resist utopian industry discourse while also rejecting dystopian fears of societal and cultural ruin. While part of our goal is the study of the technologies themselves, the more important objective for this course is the honing of a critical perspective towards digital media, including a sense of the stakes for our culture, society, and selves.

### Suggested Texts:

- Bogost, Ian. (2008). *Unit Operations: An Approach to Videogame Criticism*. MIT Press.
- Chun, Wendy Hui Kyong and Thomas Keenen, (eds.) (2005). *New Media, Old Media: A History and Theory Reader*. London: Routledge.
- Galloway, Alexander. (2006). *The Exploit: A Theory of Networks*. University of Minnesota Press.
- Gitelman, Lisa and Thomas Pingree, eds. (2004). *New Media, 1740-1915*. MIT Press.
- Jenkins, Henry. (2008). *Convergence Culture: Where Old and New Media Collide*. NYU Press.
- Manovich, Lev. (2002). *The Language of New Media*. MIT Press.
- Martin Lister, Jon Dovey, Seth Giddings, Iain Grant, Kieran Kelly. New Media: A Critical Introduction. New York: Routledge, 2003.
- Martin Castells. The Internet Galaxy: Reflections on the Internet, Business, and Society. New York: Oxford University Press, 2001.
- Turkle, Sherry (ed.). (2008). *The Inner History of Devices*. MIT Press.

## COM 679: Media and Modernity

**Catalog Copy:** Examines the place of media communication within the broader processes of modernity from the mid 19<sup>th</sup> through the early 21<sup>st</sup> century.

**Course Overview:** This course examines the place of communication within the broader social process of modernity from the mid 19<sup>th</sup> century to the late 20<sup>th</sup> century. We will consider mass communication as part of a series of broader historical trends in modern US culture. The goal of this course is to provide a theoretical and historical background for understanding both the development of and role of processes of mediation in modern society. We will be less concerned with things like “effects” of communication on individual or group behavior, and more concerned with the relationship between processes of mediation and larger social structures. Our focus is on how modern institutions (like the mass media) mediate our relationships and how these mediations influence the ways we think of ourselves and others.

### Course Requirements:

Thought Pieces	30% (3 at 10% each)
Seminar Paper	50% (paper proposal 10%; progress report 10%, final paper 30%)
Participation	20%

**Course Topics:** The experience of time and space in modern media/mediated cultures; mobility and media; the rise of the persuasion industries; media and the creation of modern consumer culture; modern experiences of technological change; rise of mass culture and the mass individual; the standardization of modern media industries and products.

### Selected Texts:

- Anderson, Tim. (2006). *Making Easy Listening: Material Culture and Postwar American Recording*. University of Minnesota Press.
- Cohen, Elizabeth. *A Consumer's Republic: The Politics of Mass Consumption in Postwar America*. New York: Vintage Books, 2003.
- Ewen, Stuart. *PR!: A Social History of Spin*. New York: Basic Books, 1996.
- Lears, Jackson. (1995). *Fables of Abundance: A Cultural History of Advertising in America*. New York: Basic Books.
- Marcuse, Herbert. (1991). *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. Beacon Press.
- Mumford, Lewis. (1934). *Technics and Civilization*. San Diego: Harcourt, Brace & Company.
- Newman, K. (2004). *Radio Active: Advertising and Consumer Activism, 1935-1947*. Berkeley: University of California Press.
- Schivelbusch, Wolfgang. *The Railway Journey: The Industrialization of Time and Space in the 19<sup>th</sup> Century*. Berkeley: University of California Press, 1977.
- Sterne, Jonathan. (2002). *The Audible Past: Cultural Origins of Sound Reproduction*. Duke University Press.
- Zielenski, Siegfried. (2008). *Deep Time: Toward an Archeology of Hearing and Seeing through Technical Means*. Cambridge, MIT Press.

## **COM 685: Special Topics Seminar in Critical Cultural Communication**

**Catalog Description:** Special topics in critical cultural communication offered by the department or as selected by instructor.

### **Assignments**

*Since this is a special topics course, the assignments will vary based on the instructor. Below are sample assignments.*

<b>Assignment</b>	<b>Points</b>	<b>Percent of Grade</b>
Presentation of Reading	10	10%
Weekly Summaries	25	25%
Paper Proposal	10	10%
Peer Review Paper	15	15%
Final Paper	40	40%
Total Points Possible	100	100%

### **Sample Readings:**

Since this is a special topics course, readings will vary based on the instructor.

## **COM 686: Special Topics Seminar in Interpersonal Communication**

**Catalog Description:** Special topics in interpersonal communication offered by the department or as selected by instructor.

### **Assignments**

Since this is a special topics course, the assignments will vary based on the instructor.

Below are sample assignments.

Assignment	Points	Percent of Grade
Presentation of Reading	10	10%
Weekly Summaries	25	25%
Paper Proposal	10	10%
Peer Review Paper	15	15%
Final Paper	40	40%
Total Points Possible	100	100%

### **Sample Readings:**

Since this is a special topics course, readings will vary based on the instructor.

## COM 687: Special Topics in Media History

**Catalog Copy:** Examines topics related to the development of media in relationship to US culture, including programming, technology and industry. Introduces students to central issues in media historiography and considers key issues in the field of media studies.

**Course Overview:** Despite the consistent onslaught of new technologies and new forms of competition, radio and television remain an important part of the American media landscape. From the 1920s to the early 1950s, radio was *the* broadcasting technology. It dominated the cultural landscape of the nation helping to define what it meant to be male or female, American or foreign. It helped the nation come to terms with the catastrophic depression years, and then helped to fight the war on the home front and abroad. Television emerged in the post World War II period as the dominant media in American life. Its centrality to the cultural imagination is unquestionable, its influence on culture immeasurable. In this class, we will explore the industrial, technological, regulatory, and cultural development of television from the 1950s through today.

### Course Requirements:

Weekly Reading Responses:	10%
Historiography Project	20%
Original Research Paper	50%
Participation:	20%

**Course Topics:** Radio amateurs of the 1920s; the commercialization of radio; radio programming of the golden age, radio/television and race; radio/television and gender; radio in war time; DJ culture of the 1950s; FM radio/television and 1960s counterculture; the rise of talk radio; the industrial and regulatory development of television; adapting the home to television; the “golden age” of television programming; the family sitcom and suburbanization; the transition from live to recorded television; the development of the re-run; the collapse of the three network system; radio/television and convergence culture

### Selected Readings:

- Boddy, W. (1992). *Fifties television: The industry and its critics*. Urbana: University of Illinois Press.
- Bodroghkozy, Aniko. (2001) *Groove Tube: Sixties Television and Youth Rebellion*. Duke UP.
- Douglas, Susan. *Listening In: Radio in the American Imagination*. Minneapolis: University of Minnesota Press, 1994.
- Grisrud, J., Ed. (2004). *Television after TV: Essays on a medium in transition*. Durham: Duke UP.
- Hilmes, Michele. *Radio Voices: American Broadcasting, 1922-1952*. Minneapolis: University of MI Press, 1997
- Hilmes, Michele and Jason Loviglio. *Radio Reader: Essays in the Cultural History of Radio*. New York: Routledge, 2002.
- Spigel, L. (1992). *Make room for television*. Chicago: University of Chicago Press.

## **Appendix C: Assessment Tools**



## Appendix C.1. Student Portfolio Review

### Communication and Journalism Department

Graduate (M.A.) Program Assessment

Portfolio Review Scoring Sheet

Three members of the departmental assessment committee will evaluate portfolio papers (either the Creative Project, M.A. Thesis, or examination essays), assigning each assessment criterion a score on the basis of a 0-4 scale (in cases of disagreement, the average of the three committee members' scores will be used):

0 = unacceptable; 1 = very poor; 2 = marginally acceptable;  
3 = solid/competent; 4 = excellent.

Student Name: \_\_\_\_\_

Creative Project/Thesis Title: \_\_\_\_\_

<u>Member 1</u>	<u>Member 2</u>	<u>Member 3</u>	<u>Assessment Criterion</u>
_____	_____	_____	Construction of clear thesis/hypothesis.
_____	_____	_____	Successful research design and appropriate methodology.
_____	_____	_____	Mastery of secondary literature/interpretations.
_____	_____	_____	Utilization of research subject(s).
_____	_____	_____	Successful support/argumentation of thesis or hypothesis .
_____	_____	_____	Writing quality and proper format.

Overall Portfolio Score: \_\_\_\_\_

Member 1 Comments:

Member 2 Comments:

Member 3 Comments:

## Appendix C.2 Exit Evaluation Questionnaire

### Graduate (M.A.) Program Assessment

#### Anonymous Exit Evaluation

Please answer the following questions in the space provided. We welcome your honest opinions; the responses are entirely anonymous.

1. After graduation, what are your most immediate career plans?

\_\_\_\_\_ Continue education (e.g. Ph.D program)

\_\_\_\_\_ Seek employment If so, please describe your desired profession:

\_\_\_\_\_ Seek promotion/advancement in current position If so, please list your current employment: \_\_\_\_\_

For the following questions, please encircle your response on the scale provided.

**Not at all**

**Extremely**

2. How likely are you to continue your studies in the near future?

1            2            3            4            5

3. How likely are you to continue you education at a later date?

1            2            3            4            5

4. How prepared do you feel for starting your career in your chosen field?

1            2            3            4            5

5. Thinking about your specific knowledge area (e.g., Media Studies or Interpersonal), how well did the instruction provided by the Communication faculty prepare you for your future success?

1            2            3            4            5

6. Thinking about general knowledge about our field, how well did the instruction provided by the Communication faculty prepare you for your future success?

1            2            3            4            5

7. How well did the department prepare you for conducting research?

1                      2                      3                      4                      5

8. How well did the department prepare you for entering the college classroom as instructors?

1                      2                      3                      4                      5

9. Overall, how satisfied are you with the quality of instruction you received in the department?

1                      2                      3                      4                      5

10. What suggestions would you have to improve the experience of graduate students in the department?

11. Is there anything else you would like us to know about your experience in the department?

### Appendix C.3 Exit Evaluation Questionnaire Graduate (M.A.) Program Assessment Template

Goal Cited in OU Mission	Relevant Goal of Unit	Student Learning Outcomes	Methods of Assessment	Individual(s) Responsible for Assessment Activities	Procedures for Using Assessment Results to Improve Program
Program to <ul style="list-style-type: none"> <li>• meet needs of Michigan residents</li> <li>• maintain excellence</li> </ul> advance knowledge through <ul style="list-style-type: none"> <li>• research</li> <li>• scholarship</li> </ul>	Program to provide solid foundation for <ul style="list-style-type: none"> <li>d. doctorate in Communication or related discipline,</li> <li>e. teaching at a community college</li> <li>f. terminal degree</li> </ul> opportunity to <ul style="list-style-type: none"> <li>• provide advanced training in communication</li> <li>• conduct research in concentration area</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate understanding of communication effects on social processes,</li> <li>• conduct research</li> <li>• develop research and writing abilities</li> </ul> <ul style="list-style-type: none"> <li>• demonstrate advanced writing and research competency through extended research</li> </ul>	<ul style="list-style-type: none"> <li>• direct assessment of student portfolio reviews, i.e. Thesis, Creative Project, or Comprehensive Exam (see Appendix C1)</li> <li>• indirect assessment through exit evaluations (see Appendix C2)</li> </ul>	<ul style="list-style-type: none"> <li>• minimum of two department faculty members</li> </ul>	Assessment committee to <ul style="list-style-type: none"> <li>• discuss results with departmental faculty</li> <li>• determine remedies to identified problems or weaknesses</li> <li>• discuss findings formally in at least one department meeting each year</li> <li>• implement any reforms in accordance with departmental, college, and university regulations</li> </ul>

## **Appendix D: Course Offering Narrative**

When approaching the task of scheduling courses for the anticipated Master's program in Communication, the department was guided by three over-arching questions in its decision-making: (1) How can we meet the requirements of our graduate students, particularly concerning the two-year program outline? (2) What is the impact on faculty teaching/scheduling? and (3) What effects will the M.A. have on current undergraduate scheduling? The paragraphs below outline the planned course offerings for the proposed M.A. in Communication beginning in fall 2010.

### *How can we meet the requirements of the M.A. program?*

A primary concern threaded through the scheduling of the graduate course offerings was our desire to offer a M.A. program that could be completed in a two-year time frame. Factored into this planning was the acknowledgement of three required core courses and the inclusion of three distinct 'tracks' – each with different required courses. The Curriculum Template offers a sample plan of study for students entering in fall 2010 with a graduation date of winter 2012. Regardless of the track, it is possible for a student to graduate within the projected two year time frame while taking a moderate two course per semester course load. Additionally, this moderate pace is contained almost exclusively within the fall/winter semesters (with the one exception of the required methods course within the first summer session). It is notable that this plan of study leaves room for students to accelerate their progress toward graduation by taking three courses/semester. This accelerated pace would also be considered manageable, particularly for students desiring to attend classes full time (e.g., graduate teaching assistants), or those who desire to avoid summer classes. Furthermore, the department is comfortable that its course offerings meet the standard for Oakland University's Graduate Studies set by other departments; a brief analysis of other similarly focused programs at Oakland revealed an average of 2-3 graduate class offerings per semester. The Communication program would fit comfortably within this model with its proposed scheduling.

### *What is the impact on faculty teaching/scheduling?*

The plan of course offerings was purposely structured to allow for a gradual increase in the number of courses offered (and taught) by Communication faculty. For instance, within the program's introductory semester all students (regardless of their track) will complete their two required core courses: COM 500 (Intro to Grad Studies) and COM 503 (Philosophy of Communication Scholarship). We believe in the philosophically and logistical purposes of this plan. First, we acknowledge the purposeful combination of students, regardless of personal track affiliation, within these singular course offerings. We believe this offers students the possibility of developing stronger cohort ties as well as socializing with students in similar circumstances (e.g., first-year graduate students). Second, we recognize that this pattern lessens the teaching demand on Communication faculty within the program's inaugural semester (i.e., only two faculty needed).

Then, within their second semester, students will select a particular course in their track as well as their first “outside track” course. One course would be offered within each area (3 courses total) with the anticipation that students would choose from the other course offerings to fulfill their outside course requirement. For example, in winter 2111 a student within the Interpersonal Communication track would take COM 653 (IP Communication Theory) as the required ‘in area’ course and then select *either* COM 626 *or* COM 673 to meet the ‘outside area’ requirement. This pattern increases the demand on faculty teaching by only one person within the program’s second semester. Again, following a similar pattern, the demand for faculty increases by an additional person in fall 2111 – a direct result of the new first year M.A. students and the offering of the required COM 500/503 courses for these students. Course load for the continuing M.A. students allows for those students to complete their required ‘in area’ course as well as their ‘outside’ course requirements; however, the number of required faculty is held at four by the offerings of COM 628 (Rhetoric of Popular Culture), a course accepted within the Critical Cultural and the Media tracks as ‘in area.’

To lessen the impact of graduate courses on undergraduate course offerings, all methods courses will be offered during the summer term. As the majority of graduate students will enter during the Fall semester (when they will be required to take COM 500 and COM 503, the introductory courses), and are likely to take their chosen concentration's theory development course in the winter, the methods courses are duly placed after introductory courses and orientation to theoretical concepts and prior to the majority of the content courses. It is also the case that all courses will be methodologically driven and explore problem conceptualization, argument-building, and what all counts as “evidence” from what paradigmatic standpoint.

Following the patterns prescribed above, it is possible to meet students’ demands for courses toward graduation with an increased faculty demand of only four; a pattern that breaks only with the introduction of the third class of new graduate students in the fall 2012

A final concern related to impact on faculty course loads was the department’s ability to fill the required courses with faculty prepared to teach in these areas. Based upon the example Teaching Assignment Template, it was apparent the Communication Program currently houses faculty competent in each of the proposed tracks. Currently, the department houses six faculty members with training in Interpersonal Communication and five faculty with backgrounds in Critical Cultural or Rhetorical Communication. The third area of concentration (Media Studies) currently has one dedicated faculty member and another two faculty members within the Critical Cultural track who can offer class load support for Media Studies. The department recognizes the current imbalance in faculty interests and is currently in the midst of a search for another Assistant Professor in Media Studies. It is anticipated that the introduction of this

additional faculty member in fall 2010 will work to add balance to the Media course offerings.

*What effects will the M.A. have on current undergraduate scheduling?*

The Communication faculty recognizes our history as an undergraduate program and remains committed to providing excellent opportunities for the undergraduate students at Oakland University. With this goal in mind, the department has structured the M.A. course offerings in a manner that greatly reduces the impact of new graduate course offerings upon undergraduate courses. First, we have structured the M.A. curriculum to build on the Department's undergraduate curricular strengths. For instance, most of our faculty are teaching communication theory courses at the undergraduate level. In the graduate program, we will also include theory courses which provide a similar, yet with more in-depth and area-specific exploration of theoretical issues. While these M.A. courses will be reserved for graduate students, we anticipate that building our M.A. curriculum from those areas of inquiry that are adequately staffed and central to the undergraduate program will give the department the best opportunity to grow the M.A. offering without dire undergraduate consequences. This includes “slash” courses: those courses which service both the graduate and undergraduate populations, but with additional advance assignments for graduate enrollees. These courses are placed strategically throughout the proposed M.A. curriculum in those semesters where graduate demand is at its highest, typically the fall semesters. For instance, in both the fall 2111 and fall 2112 semesters when the graduate course loads are greatest (4 and 5 courses, respectively) we have included COM 505: Adv. Interpersonal Communication; a course with an undergraduate counterpart (COM 405: Adv. Interpersonal Communication). Other slash courses include COM 510: Family Communication and other Special Topics courses within each of the tracks. It must be noted, however, that graduate students may not take more than two slash courses for graduate credit. Additionally, they cannot have taken the lower number as an undergraduate. Second, in places where bridge courses are not possible, and faculty are needed to fill graduate course positions (thus requiring the reduction of undergraduate courses), it is the department's plan to begin reducing undergraduate courses at the 400 level and Special Topics (COM 380). Traditionally these courses have been under-enrolled in the department. For instance, COM 485 (Adv. Critical Cultural Studies) had only 6 undergraduate students in the winter 2009. Similarly, the department has offered 3-4 Special Topics courses each year for the past several semesters. We anticipate this transition to hold the least negative impact for undergraduate offerings. Third, the arrival of our newest faculty member (anticipated in fall 2009) will create an additional 5 course offerings that do not currently exist in our undergraduate scheduling template. This new position alone allows the department to provide an entire first year of graduate courses without altering the undergraduate curriculum at all.

Although the department foresees the possibility of schedule changes at both the undergraduate and graduate levels, we feel confident in our ability to offer a complete and varied set of course offerings to multiple incoming graduate classes. This diversity

of courses is fueled by our excellent faculty who remain committed to providing excellent undergraduate and graduate education. We eagerly anticipate the challenges of our new M.A. in Communication and the entering class of fall 2010.



Following is a sample course offering schedule by semester:

### **PROPOSED COURSE OFFERINGS BY SEMESTER**

<b><u>SEMESTER</u></b>	<b><u>YEAR</u></b>	
Fall	2010	COM 500: Introduction to Graduate Studies (Youngquist) COM 503: Philosophy of Communication Scholarship (Howell)
Winter	2111	COM 653: IP Communication Theory (Cyanus) COM 626: Culture and Communication (Mendoza) COM 673: Theorizing Media (Battles) COM 500: Introduction to Graduate Studies (Youngquist) COM 503: Philosophy of Communication Scholarship (Howell)
Summer I or II	2111	COM 652 Quantitative Methods (Sidelinger) COM 622 Qualitative Methods (Hay)
Fall	2111	COM 505: Adv. IP Communication (Sidelinger) COM 628: Rhet. Of Pop. Culture (Discenna) COM 500: Introduction to Graduate Studies (Youngquist) COM 503: Philosophy of Communication Scholarship (Howell)
Winter	2112	COM 510: Family Communication (Heisler) COM 685 Special Topics: Rhetoric of Pop. Culture (Palmer Mehta) COM 634: Comm. Cultural Citizen. (Hay) COM 500: Introduction to Graduate Studies (Youngquist) COM 503: Philosophy of Communication Scholarship (Howell)
Summer I or II	2112	COM 652 Quantitative Methods (Youngquist) COM 622 Qualitative Methods (Palmer Mehta)
Fall	2112	COM 505: Adv. IP Communication (Cyanus) COM 627: Feminist Rhet.Theory (Palmer-Mehta) COM 670: Media and Globalization (Battles) COM 500: Introduction to Graduate Studies (Cooper) COM 503: Philosophy of Communication Scholarship (Discenna)
Winter	2113	COM 686 Special Topics: Org. Comm. (Youngquist) COM 685 Special Topics: Postcolonial Discourse (Hay) COM 673: Theorizing Media (Battles) COM 500: Introduction to Graduate Studies (Youngquist) COM 503: Philosophy of Communication Scholarship (Howell)
Summer I or II	2113	COM 652 Quantitative Methods (Cyanus) COM 622 Qualitative Methods (Palmer Mehta)
Fall	2113	COM 653: IP Comm. Theory (Heisler) COM 627: Feminist Rhet. Theory (Howell) COM 687 Special Topics: Radio Cultures (Battles) COM 500: Introduction to Graduate Studies (Youngquist) COM 503: Philosophy of Communication Scholarship (Howell)

Winter	2114	COM 505: Adv. IP Comm. (Cayanus) COM 626: Culture in Comm. (Mendoza) COM 687 Special Topics: Television Cultures (Palmer Mehta) COM 500: Introduction to Graduate Studies (Youngquist) COM 503: Philosophy of Communication Scholarship (Howell)
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## **Appendix E: Library Report**



## MEMO

**To:** Shea Howell, Chair, Department of Communication and Journalism

**From:** Shawn V. Lombardo, Coordinator of Collection Development, Kresge Library  
Linda Hildebrand, Library Liaison to the Department of Communication and Journalism

**Re:** Library Collection Evaluation for Proposed MA in Communication

**Date:** January 30, 2009

In developing this collection evaluation, we reviewed the draft proposal for a Master of Arts in Communication, dated November 18, 2008, as well as a separate document from the Department of Communication and Journalism containing faculty recommendations for potential library acquisitions. Below is a brief description of the resources currently available, those that should be acquired, and a five-year cost estimate for these additional library resources.

### Currently Available Resources

#### *Indexes*

As noted in the program proposal, communication and media studies is a highly interdisciplinary research area. To access the journal literature in communication studies, Kresge Library maintains subscriptions to a number of online indexes; these include *Sociological Abstracts*, *ABI/Inform* and *Business Source Premier* (two business databases that provide full-text access to numerous journals focusing on public relations, media studies and other communication topics), *Social Sciences Abstracts*, *Social Science Citation Index*, *Film & Television Literature Index*, *PsycInfo*, *ERIC* and *Linguistics and Language Behavior Abstracts*. Other, more general databases that encompass scholarly and popular sources include *WilsonSelect Plus* and *Academic OneFile*, both of which provide access to a large number of full-text articles. All of the databases provide easy linking to the library's full-text and print journal subscriptions.

However, the library currently does not subscribe to an online index or bibliography that specifically covers communication studies.

### *Journals*

Currently, the library subscribes to numerous journals in communication studies (most of them available online) and, through its full-text databases, provides access to many more. Table A provides a sample of the communication and media studies titles to which Oakland faculty and students have access, either in print or online. Many of these titles are made available through the library's online journal package subscriptions such as Wiley-Blackwell and Sage, which includes a collection of communication journals as part of its package. A review of the titles mentioned in *Magazines for Libraries* (17<sup>th</sup> edition, 2009) – a standard reference source that lists important journals by subject – reveals that the library provides access to almost all of the titles identified as “basic periodicals” in the field, as well as many of the other communications titles that are considered important acquisitions. Approximately 74 percent of these titles are considered “core” titles in *Communication & Mass Media Complete*, an important index in the field of communication studies.

### *Monographs and Reference Sources*

Currently, the library allocates approximately \$2,000 to purchase the Department of Communication and Journalism's recommendations for monographs for the library's collection, to be divided equally between the two programs; with this funding the library generally has been able to purchase most of the requests from department faculty. Other books on communication and media studies are acquired through an approval plan with a major book vendor, where recently published books are sent automatically to the library based upon a profile that the library has developed. Additional funding is provided to purchase reference materials for the collection. The library's reference collection contains a number of subject encyclopedias in the area of communication and media studies, including *The Encyclopedia of International Media and Communications*, *The Encyclopedia of Children, Adolescents and the Media*; *The Encyclopedia of New Media*; and the *Encyclopedia of Communication and Information*. The library also has a number of reference titles addressing cultural issues. Because the field of communication and media studies is interdisciplinary in nature, the department also benefits from the materials purchased through the departmental allocations of other programs, including women's studies, film studies, sociology, business and education.

## **Resources Needed**

### *Indexes*

Two major indexes to which the library does not subscribe are *Communication Abstracts* (via the Cambridge Scientific Abstracts platform) and *Communication & Mass Media Complete* (CMMC – on the EBSCO platform). In an e-mail, the Communication and Journalism department recommended that the library subscribe to both databases. *Communication Abstracts* has long been considered a standard indexing source in the field; for 2009, a subscription to this database costs \$3,570. However, of

the two indexes, *CMMC* provides the more complete coverage of the communication and media studies journal literature. *CMMC* includes complete indexing coverage on more than 460 “core” titles and selective indexing on another 217 titles, with full-text access for 350 – primarily core – titles; in fact, with the exception of a few titles, all of the journals indexed in *Communication Abstracts* are indexed, at least partially, in *CMMC*. A number of the institutions against which the Communication and Journalism department benchmarks their proposed program – including Wayne State University, Ball State University and Central Michigan University – subscribe only to *CMMC*. Therefore, the library recommends subscribing only to *CMMC* and not to *Communication Abstracts*; the annual cost for *CMMC* is included in the recommended library budget in Table C.

### *Journals*

A review of the titles suggested by the Communication and Journalism department as well as a review of the titles in *Magazines for Libraries* indicates that the library should subscribe to additional journal titles in order to support the proposed program adequately. Appendix B provides a list of these recommended journals. Not included on the list, but important nonetheless, are *Language and Intercultural Communication*, *Women's Studies in Communication*, and *Western Journal of Communication*; however, these titles are core titles that are available full-text in CMMC and so it is not necessary at this time to add subscriptions to these journals. However, other journals (including *Communication and Critical/Cultural Studies*, *Critical Discourse Studies* and *Feminist Media Studies*) that are available full-text in CMMC are included in Appendix B due to the one-year embargo on full-text access (in other words, the most recent issues for these journals would not be available online for one year). Therefore, the library recommends subscribing to these journals separately to ensure complete access to both recent and back issues. To enhance access, the library will subscribe to the electronic format of these resources wherever possible, especially in light of the enrollment growth of the Communication program at Macomb.

### *Monographs, Videos and Reference Sources*

Recently, the library received from the Communication faculty a list of recommended books and other materials to be added to the library's collection. Because this list totals more than \$5,000, it is clear that the library's allocation for the department is insufficient to support the proposed Master's program sufficiently. A number of titles on the department's list were expensive reference materials and monographs that the library nevertheless should own; these include the *Blackwell International Encyclopedia of Communication* (\$1685), *Mass Communication Research Methods* (\$950), and the *Sage Handbook of Gender and Communication* (\$130). As a result, the proposed library budget for the program includes enhanced funding for monographs, videos and reference sources in addition to the department's current allocation, with additional funding in the first year of the new program to fill gaps in the library's collection. It should be noted that many monographs and reference materials may be purchased as electronic books to support online and distance education courses, and the library can work with the department in choosing the most appropriate format for new acquisitions.

### **Funding**

Table C provides the recommended library budget to support the proposed Master of Arts in Communication. The budget includes funding for one communication studies index, as well as new journal subscriptions, monographs, and reference titles; annual inflationary increases are built into the budget for years two through five. As noted above, faculty and students in the Department of Communication and Journalism also benefit from the library's current journal package subscriptions and online indexes. Unfortunately, the library struggles each year to pay for these expensive resources. As it is in the best interest of the department for the library to be able to continue providing

access to these resources, partial funding for these materials also is built into the proposed library budget. One final note: In one of its e-mail messages, the department recommended that the library begin a subscription to *Questia*, an online collection of full-text books and journals. Unfortunately, *Questia* does not permit institutional subscriptions to its resources; rather, users must subscribe to its database individually. Furthermore, the library already subscribes to a number of the journals included in *Questia* and also is able to purchase eBooks from a variety of publishers. For these and other reasons the library does not recommend that even individuals subscribe to *Questia*. We recommend instead that the Communication and Journalism department work with Linda Hildebrand, their library liaison, to determine which resources should be purchased in electronic format to support most effectively the research, study and teaching needs of their students and faculty.

C: Julie Voelck, Dean of the Library  
Ronald Sudol, Dean of the College of Arts and Science  
Christine Condic, Library Representative to the University Senate

Note: Right now (per the revised budget from Steve Meyers) the library allocation is just over \$11,000. While we recognize that it is impossible to obtain our entire 'wish list' with this financing, we are comfortable with the list of priorities recommended by the library's graduate council representative. In the unlikely case that the enrollment within the graduate program during the first year makes the proposed budgeting impossible (i.e., less than expected enrollment or applicants), the department is willing and able to supplement the library fund utilizing funds derived from the undergraduate Communication program's Macomb Incentive Funds. We believe this one time supplement, if necessary, would allow for the initial purchase of various new texts and databases in the first year of the program. We also understand that, once purchased, the 'upkeep' of such services operates at a slightly lesser rate, thus enabling the department to maintain adequate library resources utilizing the budgeted funds.



Appendix A					
A Sampling of Current OU Serials that Support MA in Communications					
Title	Publisher	Access	Indexed in Communication Abstracts ?	Core Title in Communication & Mass Media Complete ?	
American Communication Journal	American Communication Association	Open Access title	yes	yes	
Communication Education	Speech Communication Association	print, online access through publisher	yes	yes	
Communication Monographs	Speech Communication Association	print, online through publisher	yes	yes	
Communication Quarterly	Eastern Communication Association	print, online access through publisher	no	yes	
Communication Research	Sage	Sage journal package	yes	yes	
Communication Research Reports	Eastern Communication Association	print, online access through publisher	no	yes	
Communication Studies	Central States Communication Association	online via aggregators (Academic OneFile)	no	yes	
Communication Theory	Oxford UP/International Communication Assn.	Wiley-Blackwell package	yes	yes	
Communication Yearbook	International Communication Association	print	no	yes	
Convergence: The International Journal of Research into New Media...	Sage	Sage journal package	yes	yes	
Cultural Studies Critical Methodologies	Sage	Sage journal package	no	no	
Diaspora, a Journal of Transnational Studies	Oxford UP	Project Muse	no	no	
Discourse & Communication	Sage	Sage journal package	no	no	
Discourse & Society	Sage	Sage journal package	yes	yes	
Discourse Studies	Sage	Sage journal package	no	yes	
Discourse: Journal for Theoretical Studies in Media & Culture	Wayne State UP	Project Muse	yes	no	
European Journal of Communication	Sage	Sage journal package	yes	yes	
Foundations and Trends in Communications and Information Theory	Now Publishers	online via aggregators (Academic OneFile)	no	no	
Global Media and Communication	Sage	Sage journal package	no	yes	
Human Communication Research	Blackwell	Wiley-Blackwell journal package	yes	yes	
International Communication Gazette	Sage	Sage journal package	no	yes	
International Journal of Communication	Annenberg Center for Communication	Open Access title	no	no	
Journal of Communication	Blackwell	Wiley-Blackwell journal package	yes	yes	
Journal of Communication Inquiry	Sage	Sage journal package	yes	yes	
Journal of Computer-Mediated Communication	Annenberg School for Communication	Open Access title	no	yes	
Journal of Intercultural Communication	University of Goteberg	Open Access title	no	yes	
Journal of Nonverbal Behavior	Springer	Springer journal package	yes	yes	
Journalism and Mass Communication Quarterly	Assn. for Education in Journalism & Mass Comm.	print, online access via aggregators (1-yr. embargo)	yes	yes	
Language and Communication	Elsevier	ScienceDirect Freedom Collection	yes	yes	
Media, Culture and Society	Academic Press	Sage journal package	yes	no	
Nations and Nationalism: Journal of the Association for the Study of...	Wiley-Blackwell	Wiley-Blackwell journal package	no	no	
Open Communication Journal	Bentham Science Publishers	Open Access title	no	no	
Qualitative Research Reports in Communication	Eastern Communication Association	print, online access through publisher	yes	yes	
Quarterly Journal of Speech	Speech Communication Association	print, online access through publisher	yes	yes	
Southern Communication Journal	Southern States Communication Association	print, online access through publisher	no	yes	
Studies in Ethnicity and Nationalism	Wiley-Blackwell	Wiley-Blackwell journal package	no	no	
Television & New Media	Sage	Sage journal package	yes	yes	
Text & Performance Quarterly	Taylor & Francis	print; currently donated by a faculty member	yes	yes	
Visual Communication	Sage	Sage journal package	yes	yes	
Western Journal of Communication	Western States Communication Association	online via aggregators (Academic OneFile)	yes	yes	
Written Communication	Sage	Sage journal package	yes	yes	
Year's Work in Critical and Cultural Theory	Oxford UP	Oxford UP journal package	no	no	

## Appendix B

### Journals Needed by OU to Support MA in Communication

Title	Publisher	Indexed In	Indexed in	Full-text in	Format	Cost
		Communication Abstracts ?	Communication & Mass Media Complete ?	Communication & Mass Media Complete ?		
Citizenship Studies	Taylor & Francis	no	no	no	online	\$ 746
Communication and Critical/Cultural Studies	National Communication Assn./Taylor & Francis	no	yes; core title	yes; 1 yr. embargo	online	\$ 267
Critical Discourse Studies	Routledge/Taylor & Francis	no	yes; core title	yes; 1 yr. embargo	online	\$ 526
Critical Studies in Media Communication	National Communication Assn./Taylor & Francis	yes	yes; core title	yes; 1 yr. embargo	online	\$ 308
Cultural Studies	Taylor & Francis	yes	yes; priority title	no	online	\$ 728
Discourse	Taylor & Francis	yes	yes; priority title	no	online	\$ 681
Feminist Media Studies	Routledge/Taylor & Francis	yes	yes; core title	yes; 1 yr. embargo	online	\$ 597
Journal of Applied Communication Research	Taylor & Francis	yes	yes; core title	yes; 1 yr. embargo	online	\$ 317
Journal of Family Communication	Lawrence Erlbaum/Taylor & Francis	yes	yes; core title	yes; 1 yr. embargo	online	\$ 383
Mass Communication and Society	Lawrence Erlbaum/Taylor & Francis	yes	yes; core title	yes; 1 yr. embargo	online	\$ 483
Popular Communication	Lawrence Erlbaum/Taylor & Francis	yes	yes; core title	yes; 1 yr. embargo	online	\$ 416
Review of Communication	National Communication Assn./Taylor & Francis	no	yes; core title	yes; 1 yr. embargo	online	\$ 240
						\$ 5,692

Appendix C					
Budget for Library Materials to Support Proposed MA in Communications					
	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Communication and Mass Media Complete</i> <sup>1</sup>	\$ 5,799	\$ 6,379	\$ 7,017	\$ 7,718	\$ 8,490
Monographs and reference books <sup>2</sup>	\$ 4,000	\$ 2,500	\$ 2,625	\$ 2,756	\$ 2,894
Journal subscriptions <sup>1</sup>	\$ 5,700	\$ 6,270	\$ 6,897	\$ 7,587	\$ 8,345
Funding to support current resources	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
	\$ 17,499	\$ 17,149	\$ 18,539	\$ 20,061	\$ 21,730
<sup>1</sup> Presumes 10% annual inflationary increase					
<sup>2</sup> Presumes 5% annual inflationary increase					

## **Appendix F: OU Communication Faculty Expertise/Specialization**

Kathy Battles (Ph.D., University of Iowa), Assistant Professor, specializes in media history and issues surrounding contemporary mediated representations of gays and lesbians. Her work focuses on the central role of media in the creation of cultural discourses and maintenance of cultural norms.

Jacob Cayanus (Ed.D., West Virginia University), Assistant Professor, specializes in interpersonal communication. His current research focuses on issues of teacher self-disclosure in the classroom as well dominance, equity, and jealousy in interpersonal relationships.

Rose Cooper (Ph.D., Wayne State University), Associate Professor, specializes in applied communication and focuses on projects that raise issues of well-being and dignity for the individual and ways to enhance society's awareness and acceptance of cultural diversity.

Thomas Discenna (Ph.D., Wayne State University), Associate Professor, specializes in rhetorical theory (especially early Greek, Italian Humanist Giambattista Vico and critical discourse theory), philosophy of rhetoric, social movement theory (especially labor and the role of identity in movements) and the relationship between rhetoric and mediated communication.

Kellie Hay (Ph.D., The Ohio State University), Associate Professor, specializes in critical communication theory, feminist cultural studies, multicultural communication (in particular within the context of Arab American cultural struggles), whiteness studies, poetics of ethnography, and performance, body and dance as ways of knowing.

Jennifer Heisler (Ph.D., Michigan State University), Associate Professor, specializes in interpersonal and family communication. Her current work examines how families discuss “difficult topics,” such as sexuality, religion, and stress.

Shea Howell (Ph.D., Wayne State University), Professor and Chair of the Communication and Journalism Department, specializes in critical cultural studies with a focus on social movements, multicultural and political communication.

David Lau (Ph.D., Southern Illinois University), Associate Professor and Director of the Communication Program, specializes in performance studies, gender communication, pedagogy, and poetic expression as communication.

S. Lily Mendoza (Ph.D., Arizona State University), Associate Professor, specializes in critical intercultural communication, theories of identity and subjectivity, cultural politics in national, post- and trans-national contexts, dynamics of cross-cultural theorizing, colonial and postcolonial discourse, and discourses of indigenization, race, and ethnicity.

Valerie Palmer-Mehta (Ph.D., Wayne State University) writes at the intersection of rhetorical theory and criticism, feminist theory, and media and cultural criticism. Her research investigates the representation and performance of gender, race, and sexuality, and the ways in which the media and public discourse construct notions of identity and difference.

Robert Sidelinger (Ed.D., West Virginia University), Assistant Professor, specializes in interpersonal communication within the context of the classroom. His current research focuses on student involvement in the classroom and the role of anxiety, teasing, and partner value play in romantic relationships.

Jeffrey Youngquist (Ph.D., Wayne State University), Assistant Professor, specializes in interpersonal communication within organizational settings. He studies issues of privacy, and control, power and dominance and how these dynamics are created and maintained through verbal and nonverbal communication.

**Appendix G: Support Letters**  
**(See separate File: Appendix G Support letters)**

## MEMORANDUM

February 17, 2009

To: Shea Howell, Chair  
Department of Communication  
and Journalism

From: Susan E. Hawkins, Chair  
Department of English

Re: Proposed M.A. in Communication

This memo is written in support of the new MA proposed by the Department of Communication and Journalism. This new program offers a three-track Masters, including Media Studies and Critical Cultural Communication Studies. These two areas in particular share a congruence with literary and cinema studies. In fact, the English Department's new B.A. in Cinema Studies includes two courses—COM 385 and COM 387—as possible elective courses in the Interdisciplinary category of the major.

Furthermore, I can also foresee cinema majors finding tremendous value in, and contributing in interesting and informed ways to, the pursuit of graduate work in Media Studies. This strikes me as particularly the case once the Cinema Studies digital film production track is up and running.

The new MA in Communication will provide Oakland students with greater options and opportunities at the graduate level. Such a Masters will expose students to a variety of theoretically sophisticated frameworks for approaching media, cultural studies, and communication. This can only be a good thing for our students and for the academic community at Oakland.



Department of History  
College of Arts and Sciences

Rochester, Michigan 48309-4483  
(248) 370-3510 Fax: (248) 370-3528

November 30, 2008

To: Members of the Graduate Committee

From: Karen A.J. Miller, Chair, Department of History *KAM*

I have been asked to comment on the proposal for the M.A. degree in Communication that is being considered for approval. I am supportive of this program. I believe it is well conceived and can be executed effectively by the department. Once in place, it will improve the intellectual climate of the university and enrich the graduate education program.

This is a program with a clearly delineated structure for students. The existence of core courses will help to generate a group dynamic as cohorts travel through the program. At the same time, the requirement for specialization in one of the three subfields will enable students to focus their attention on a specific area of communication studies and develop a reasonable expertise. This structure should help retention and encourage students to complete the degree in a deliberate fashion.

The three areas of specialization—critical cultural communication, interpersonal communication, and media studies—reflect the research strengths of the department's full time faculty. Students will certainly benefit from the opportunity to work with these scholars, but the environment created by an MA program should benefit the department in other ways. Their presence will facilitate faculty publication more than an undergraduate-only program. The synergy created by the presence of graduate students should generate a more exciting research setting that will benefit the entire department.

The creation of an MA program in Communication should also affect graduate students in other humanities and social sciences disciplines. The presence of specialists in communication theory will stimulate thinking in other departments and hopefully facilitate a broader exchange of ideas. If Oakland University is going to improve its efforts in graduate education, we need to have a larger graduate student community in these core areas of the liberal arts.

I am happy that this MA program is designed to equally benefit those who wish to pursue a PhD program as well as those who seek a terminal MA. The presence of those who realistically have the capability to go into advanced graduate work will provide a much better atmosphere for intellectual development. All students in the program will benefit from their presence. Ultimately, Oakland's reputation as a nationally known graduate institution will rest on our ability, not to generate technocrats, but to produce scholars.





Department of Linguistics

Rochester, Michigan 48309-4401  
(248) 370-2175 Fax: (248) 370-3144

December 1, 2008

Prof. Sharon Howell  
Department of Communication and Journalism  
317 Wilson Hall

Dear Prof. Howell,

The Linguistics Department strongly supports the proposed Master of Arts in Communication. The program will provide students with a sound foundation in communication studies and methodology, as well as allow the students to examine one area of communication in greater detail. The three tracks, critical cultural communication, interpersonal communication, and media studies are all areas of great interest and areas to which students can make a contribution. The proposed program has a clearly defined curriculum that will prepare students for careers in communications or prepare students for more advanced degrees in the field.

Language and communication are at the core of the human experience. Given the ease with which we communicate and the subconscious natures of the behavior, it is easy to underestimate the inextricable link between language, communication, and social identity. The study of communication reveals these links to provide a better understanding of human interaction in sociological, cultural, and psychological contexts. The proposed Master of Arts in Communication will give the students an excellent opportunity to explore the various facets of these complex links.

I have no doubt that this program will be successful. There is a natural curiosity in communication and I believe this will attract students with various academic interests. Graduates from this program will be employed in numerous industries from teaching to business and media, and the curriculum of the MA in Communication will ensure that the students will receive the training they require to meet any challenge.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Sam Rosenthal'.

Sam Rosenthal  
Associate Professor and Chair

To: Committees on Curriculum and New Programs  
From: Paul Kubicek, Chair, Political Science  
Re: Proposal for MA in Communication

I have read the draft proposal for an MA in Communication. I find the proposal ambitious and exciting. I think that the fields of study are intellectually stimulating, and I would think that the creation of such a program would strengthen both the Communications and Journalism Department and the intellectual life of the campus as a whole. As political scientists, we would be interested in particular in the development of programs on media studies and cross-cultural communication, and we would hope that the existence of this program would lead to events (e.g. lectures, symposia, research projects) that would engage students and raise the profile of our university. I am particularly impressed by the high admission standards that the program seeks to establish. I think it is critical that we not only develop more graduate programs but that we ensure that the ones we put forward are of the highest quality. My impression is that the department has strengths in all the areas listed, so that we could move on this without major investment in faculty resources. I cannot speak to the marketability of such a program, but it seems to me that people are coming back for additional degrees and that a degree in Communications can be useful in a number of settings (e.g. media, education, public relations, etc.). I therefore give this proposal my endorsement.

Paul Kubicek

**MEMORANDUM**  
**DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**

TO:           Shea Howell, Chair  
                  Communication and Journalism

FROM         Albert J. Meehan, Chair     *Albert J. Meehan*  
                  Sociology and Anthropology

RE:           Support for the Master of Arts in Communication

DATE:         February 17, 2009

The Department of Sociology and Anthropology is very pleased to support the proposed Master of Arts in Communication to be offered by your department. Our disciplines have long shared intellectual and research interests that intersect in the area of interpersonal communication, critical cultural studies and mass media. At Oakland University, our departments have cross listed courses together and members of our faculty have developed mutual research interests that continue the interdisciplinary focus that has long thrived in the College of Arts and Sciences, owing in part to your concerted efforts. It is in this spirit that we offer our full and unequivocal support for your program—an idea whose time has arrived in a department that has worked hard to position itself to offer a high quality graduate program.

Based upon the data in your proposal, it is clear that students desire a Master of Arts degree in Communication and that your department is in a unique position to serve those students. Speaking not only as Chair, but as someone who has served on the CAP and FRPC, I have been impressed by the caliber of your faculty hires which have increased the research focus and national visibility of your program. Graduate students will greatly benefit from the research expertise of the faculty you have put together. The program's focus on critical, cultural communication studies will also make it distinctive and be a definite draw for students. I am particularly impressed by the program's commitment to train students in both quantitative and qualitative methods. This will not only expose students to cutting edge theorizing and methodology in the field, but also provide a rigorous Master of Arts for those students who continue on to the Ph.D.

I congratulate you on putting together a well conceived curriculum and wish you luck. I think students will be banging down the doors to get in!



Department of Rhetoric, Communication & Journalism  
College of Arts and Sciences

Rochester, Michigan 48309-4492  
(248) 370-4120

To: Sharon Howell, Chair  
Department of Communication & Journalism

From: Marshall Kitchens, Chair  
Department of Writing and Rhetoric

RE: Master of Arts Degree in Communication.

Date: November 25, 2008

After reviewing the materials provided for us by the department of communication and journalism, we are happy to endorse this program.

The theoretical basis is clear and focused and the courses provide a solid foundation in the field. We think it is compatible with many of the ideas and issues developed within our program and would be a natural choice for our students interested in pursuing a master's degree.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Marshall Kitchens', with a long horizontal line extending to the right.

Marshall Kitchens

Chair, Department of Writing and Rhetoric