PROPOSAL FOR A MASTER OF ARTS IN COMMUNICATION

Submitted by
The Department of Communication and Journalism
December 1, 2008

Approved by
The College of Arts and Sciences Graduate Studies Committee
February 12, 2009
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, 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).
# TABLE OF CONTENTS

Proposal for a New Master of Arts Program in Communication

Summary ............................................................................................................................................... 2
1. Program Rationale .......................................................................................................................... 5
2. Catalog Copy .................................................................................................................................. 6
   Program Description ......................................................................................................................... 6
   Areas of Concentration ..................................................................................................................... 6
      Critical Cultural Communication Studies ....................................................................................... 6
      Interpersonal Communication ......................................................................................................... 6
   Media Studies .................................................................................................................................... 7
   Application Requirements ............................................................................................................... 7
   Admission Terms and Deadlines ..................................................................................................... 7
   Admission Requirements ............................................................................................................... 7
   Degree Requirements ..................................................................................................................... 7
      General Core Requirements ........................................................................................................ 7
      Concentration Area Requirements ............................................................................................... 8
         Critical Cultural Communication Studies Courses .................................................................. 8
         Interpersonal Communication Courses .................................................................................. 8
         Media Studies Courses ............................................................................................................ 8
   Electives .......................................................................................................................................... 8
   Exit Options ................................................................................................................................... 8
   Program Total Credits ................................................................................................................... 8
   Additional Program Information .................................................................................................... 8
   Course Offerings ............................................................................................................................ 9
3. Assessment Plan Narrative .......................................................................................................... 11
   a. Goals Cited in OU Mission ....................................................................................................... 11
   b. Relevant Goals for the M.A. Program in Communication ....................................................... 12
   c. Student Learning Outcomes .................................................................................................... 12
   d. Methods of Assessment .......................................................................................................... 12
   e. Individuals Responsible for Assessment Activities ................................................................. 12
f. Procedures for Using Assessment Results to Improve Program ................................................. 12
4. Library Review .......................................................................................................................... 13
5. Planning Narrative .................................................................................................................... 13
6. Benchmark Proposed Program Against Other Similar Programs ....................................... 14
7. Unique Features of the Program ............................................................................................. 15
8. Budget Narrative ..................................................................................................................... 16

Appendices .................................................................................................................................. 17
  A. Budget Proforma .................................................................................................................... 18
  B. One-Page Course Syllabi ....................................................................................................... 20
  C. Assessment Tools .................................................................................................................. 41
     C. 1. Student Portfolio Review ............................................................................................... 42
     C. 2. Exit Evaluation Questionnaire ..................................................................................... 43
  D. Course Scheduling Narrative .............................................................................................. 44
  E. Library Report ....................................................................................................................... 48
  F. Faculty Expertise/Specialization ............................................................................................ 56
  G. Support Letters ..................................................................................................................... 58

       English
       History
       Linguistics
       Political Science
       Sociology and Anthropology
       Writing and Rhetoric
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 21st 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.

**Application Requirements**
Students seeking admission to the program must submit the following:
- Proof of completion of a B.A. degree from an accredited institution.
- Two letters of recommendation from faculty members familiar with the student’s 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
- GRE scores (for those wishing to apply for assistantships in the program)
- TOEFL scores for international applicants

**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.

**Admission Requirements**
- Overall GPA of 3.0 or higher in the major.
- TOEFL scores at or above the 90th percentile for international students.
- Assistantships to be competitively awarded based on GPA, GRE scores, evidence of research, and the recommendation letters.
- The department reserves the right to waive certain requirements in special cases.

**Degree Requirements**

**Course Requirements**

A. **General Core Requirements** (12 credits)
- COM 500 Introduction to Graduate Studies
- COM 503 Philosophy of Communication Scholarship
- One of the following Methods courses:
  - Com 622 Critical Methods in Culture & Communication
  - Com 652 Quantitative Methods
B. Concentration Area Requirements (12 credits minimum in selected concentration area)

**Critical Cultural Communication Studies Courses**
- COM 626 Culture and Communication: Contexts and Issues
- COM 627 Feminist Rhetorical Theory
- COM 628 Rhetoric of Popular Culture
- COM 629 Culture, Power, and Representation
- COM 634 Communication and Cultural Citizenship
- COM 685 Special Topics in Critical Cultural Communication Studies

**Interpersonal Communication Courses**
- COM 650 Advanced Interpersonal Communication
- COM 653 Interpersonal Communication Theory
- COM 654 Family Communication
- COM 656 Privacy and Disclosure
- COM 686 Special Topics in Interpersonal Communication

**Media Studies Courses**
- COM 670 Media and Globalization
- COM 673 Theorizing Media
- COM 676 Digital Cultures
- COM 679 Media and Modernity
- COM 687 Special Topics in Media History

C. Electives (8 credits; student to choose one course from each of the two non-selected concentration area offerings)

D. Exit Options (4 credits)
   - Student must choose from the following:
     - COM 688 Comprehensive Exam
     - COM 699 Thesis Completion

Program Total Credits
Candidates for the degree of Master of Arts in Communication must complete 36 graduate-level credits 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 either a Comprehensive Examination or a Thesis as an Exit Option.

Additional Program Information

Degree Completion Options
In consultation with their advisor, students will elect either the comprehensive exam option or thesis option as a requirement for completing the Masters Degree. Both Exams and Theses 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 may be allowed one chance to re-take the exam with the permission of the committee.
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 specialization areas. 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.

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. Students electing the comprehensive exam option will be required to register for COM 688 in their final semester.

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**  
Critical Methods in Culture & Communication (4)  
Introduces students to critical methods used in the study of culture and communication.

**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 650 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 652 Quantitative Methods (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 653 Interpersonal Communication Theory (4)
Examines theories central to relationships in a variety of contexts such as: organizational, romantic, small groups, friendships and persuasion.

COM 654 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 676  Digital Cultures (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 19th through the early 21st 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 699  Thesis (4)
Completion of a research project by a degree candidate with approval of his/her thesis committee.

3. Assessment Plan Narrative

a. Goals Cited in OU 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. **Relevant Goals for the M.A. Program in Communication**

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.

In pursuit of the second goal cited above, Communication and Journalism will have opportunity, through its graduate degree offering, to provide students with advance training in the field of communication and to conduct methodologically and theoretically informed research in their selected track of study.

c. **Student Learning Outcomes**

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.

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 two 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; or 2) in the writing of examination essays in response to specific questions regarding methodology, theory, and the significant literature in their selected track.

d. **Methods of Assessment**

The methods to be utilized consist of both direct assessment (student portfolio reviews, see Appendix C1) and indirect assessment (exit evaluations, see Appendix C2). Portfolio reviews will be conducted for all graduating M.A. students, and will consist of an evaluation of the M.A. Thesis 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). The exit evaluations will be distributed to M.A. students at the time of their oral examination or thesis defense.

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**

The departmental assessment committee will discuss assessment results with faculty to determine the best means of remedying any identified problems or weaknesses. Assessment findings will be discussed formally in at least one department meeting each
year. The implementation of any reforms 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.

<table>
<thead>
<tr>
<th>Emphasis</th>
<th>GPA</th>
<th>Admission Req.</th>
<th>Exit Req.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>overall</td>
<td>major</td>
<td>GRE</td>
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<tr>
<td><strong>CMU</strong> broadcast</td>
<td>2.7</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wayne</strong> Com Ed</td>
<td>3.2</td>
<td>yes, for GPA &lt; 3.2</td>
<td>32 + 8 thesis</td>
</tr>
<tr>
<td></td>
<td>Com Studies</td>
<td></td>
<td>32 + 3 essay</td>
</tr>
<tr>
<td></td>
<td>Media</td>
<td></td>
<td>35-40 crs work</td>
</tr>
<tr>
<td></td>
<td>PR</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MSU</strong> Health</td>
<td>3</td>
<td>yes</td>
<td>30 + 4 thesis</td>
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<tr>
<td></td>
<td>Urban</td>
<td></td>
<td>30 + cert.</td>
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<tr>
<td></td>
<td>Quantitative</td>
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<td>Exam</td>
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<td><strong>EMU</strong> Interpersonal</td>
<td>2.7</td>
<td>N/A</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Performance</td>
<td></td>
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</tbody>
</table>
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. 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 director of graduate studies.

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).

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
### College of Arts and Sciences
#### Program: M.A. in Communication
#### Program Inception: Fall 2010
#### Fund: tba
#### Date: 2/12/09

<table>
<thead>
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<th>Acct.</th>
<th>Budget Year 1</th>
<th>Budget Year 2</th>
<th>Budget Year 3</th>
<th>Budget Year 4</th>
<th>Budget Year 5</th>
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<td>Average credits per year per major</td>
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<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
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<td>22.50</td>
<td>27.50</td>
<td>27.50</td>
</tr>
<tr>
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<td>0.00</td>
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<td>0.00</td>
</tr>
<tr>
<td>Graduate (cr.&gt;=24)</td>
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<td>17.50</td>
<td>22.50</td>
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<tr>
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<td>Tuition Rate Per Credit Hour</td>
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<tr>
<td>Undergraduate (lower)</td>
<td>268</td>
<td>268</td>
<td>268</td>
<td>268</td>
<td>268</td>
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<tr>
<td>Undergraduate (upper)</td>
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<td>293</td>
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<tr>
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### Revenue

<table>
<thead>
<tr>
<th>Category</th>
<th>Budget Year 1</th>
<th>Budget Year 2</th>
<th>Budget Year 3</th>
<th>Budget Year 4</th>
<th>Budget Year 5</th>
</tr>
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<tbody>
<tr>
<td>Tuition</td>
<td>$148,800</td>
<td>$208,320</td>
<td>$267,840</td>
<td>$327,360</td>
<td>$327,360</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$148,800</td>
<td>$208,320</td>
<td>$267,840</td>
<td>$327,360</td>
<td>$327,360</td>
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</table>

### Compensation

<table>
<thead>
<tr>
<th>Category</th>
<th>Budget Year 1</th>
<th>Budget Year 2</th>
<th>Budget Year 3</th>
<th>Budget Year 4</th>
<th>Budget Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries/Wages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Inload Replacements ($4,000/section)</td>
<td>6301</td>
<td>$16,000</td>
<td>$20,000</td>
<td>$24,000</td>
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<tr>
<td>Faculty Overload</td>
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<tr>
<td>Part-time Faculty ($4,244/section)</td>
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<td>Visiting Faculty</td>
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<td>Administrative - IC</td>
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<td>15,000</td>
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<tr>
<td>Graduate Assistantship Stipend ($8500/GA)</td>
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<td>17,000</td>
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<td>Out of Classification</td>
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<tr>
<td>Overtime</td>
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### Operating Expenses

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<th>Budget Year 3</th>
<th>Budget Year 4</th>
<th>Budget Year 5</th>
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</thead>
<tbody>
<tr>
<td>Supplies and Services</td>
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<td>$9,000</td>
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<td>$4,000</td>
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<tr>
<td>Media subscriptions/connections</td>
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<td>1,000</td>
<td>1,000</td>
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<tr>
<td>Equipment</td>
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<tr>
<td>Library</td>
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<td>11,149</td>
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<td>Total Operating Expenses</td>
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<td>$17,696</td>
<td>$35,354</td>
<td>$21,214</td>
<td>$19,545</td>
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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
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%
Oral Presentation of Final Projects 5%
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
COM 622: Critical Methods in Culture and Communication

Catalog Description:
Introduces students to critical methods used in the study of culture and communication.

Course Description
In this course, students will learn to conduct scholarly research using a particular critical method for analyzing culture and communication phenomena. Course focus will be variable depending on faculty assigned to teach the course. A final paper consisting of a completed research project will cap the course requirements.

Sample Course Assignments (Variable depending on faculty assigned):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studies of Sample Essays (5 @ 5 pts ea.)</td>
<td>25</td>
<td>20%</td>
</tr>
<tr>
<td>Descriptive Analysis Paper</td>
<td>15</td>
<td>12%</td>
</tr>
<tr>
<td>Historical / Contextual Paper</td>
<td>20</td>
<td>16%</td>
</tr>
<tr>
<td>Textual Analysis Paper</td>
<td>25</td>
<td>20%</td>
</tr>
<tr>
<td>Final [Combination] Paper</td>
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<td>32%</td>
</tr>
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</table>

Total Points Possible: 125

Sample Topics (Variable depending on faculty assigned):
Cultural Criticism, Dramatistic Criticism, Feminist Criticism, Ideological Criticism, Media Analysis, Rhetorical Criticism, Critical Ethnography, Semiotics, Critical Discourse Analysis, Articulation, Poetics and Politics of Writing Culture, Autoethnography, Ethics of Research, Writing for Publication.

Sample Texts:
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%
Class Participation 10%
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:
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
<table>
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<tr>
<th>Assignment</th>
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<tbody>
<tr>
<td>Class Discussion Facilitation</td>
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<tr>
<td>Overall Class Participation</td>
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</tr>
<tr>
<td>Final Project Abstract/Proposal</td>
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<tr>
<td>Final Term Project</td>
<td>40%</td>
</tr>
<tr>
<td>Oral Presentation of Final Project</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

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
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:
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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
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<td>Presentation of Reading</td>
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</tr>
<tr>
<td>Weekly Summaries</td>
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<td>25%</td>
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<tr>
<td>Paper Proposal</td>
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<tr>
<td>Peer Review Paper</td>
<td>15</td>
<td>15%</td>
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<tr>
<td>Final Paper</td>
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<td>40%</td>
</tr>
<tr>
<td>Total Points Possible</td>
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</tr>
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</table>

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:
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.

<table>
<thead>
<tr>
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<th>Points</th>
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<tr>
<td>Participation</td>
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<td>20%</td>
</tr>
<tr>
<td>Total Points Possible</td>
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<td>100%</td>
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</table>

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:


COM 650: 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:
COM 652: Quantitative Methods

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
COM 653: 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:


COM 654: 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:


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:
COM 670: Media and Globalization

Catalog Copy: Examine 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:
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:
COM 676: Digital Cultures

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:
COM 679: Media and Modernity

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

Course Overview: This course examines the place of communication within the broader social process of modernity from the mid 19th century to the late 20th 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:
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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation of Reading</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly Summaries</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td>Paper Proposal</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Peer Review Paper</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>40</td>
<td>40%</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation of Reading</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly Summaries</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td>Paper Proposal</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Peer Review Paper</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>40</td>
<td>40%</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

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 is 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:

40
Appendix C: Assessment Tools
Appendix C.1. Student Portfolio Review  

Communication and Journalism Department  
Graduate (M.A.) Program Assessment  
Portfolio Review Scoring Sheet/Rubric for M.A. Thesis Option  

Two members of the departmental assessment committee will evaluate portfolio papers (either the 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 two committee members' scores will be used):

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

<table>
<thead>
<tr>
<th>Assessment Criterion</th>
<th>Member 1</th>
<th>Member 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction of clear thesis/hypothesis</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Successful research design and appropriate methodology</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Mastery of secondary literature/interpretations</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Utilization of research subjects(s)</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Successful support/argumentation of thesis or hypothesis</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>Writing quality and proper format</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

Overall Portfolio Score: ______

Member 1 Comments: 

Member 2 Comments:
Appendix C.2 Exit Evaluation Questionnaire
Communication and Journalism
Graduate (M.A.) Program Assessment
Anonymous Exit Evaluation

1. As an M.A. student nearing graduation, what are your future career plans? Do you plan to continue your studies at a higher level in the future?

2. How well do you feel the instruction provided by the Communication and Journalism Department has prepared you for future success, both in terms of your general knowledge of the field and specific knowledge of your track area?

3. What experiences (or classes) in the program have had the most impact on you?

4. What suggestions would you make to improve the experience of graduate students in the department?

5. How well did the department prepare you for the presentation and possible publication of your research?

6. Overall, how would you describe the quality of the instruction you have received within the Communication and Journalism Department? Are you satisfied with the quality of instruction?
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 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.’

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 include the possibility of bridge courses: those courses which service both the graduate and undergraduate populations. 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 650: Adv. Interpersonal Communication; a course with an undergraduate counterpart (COM 405: Adv. IP Communication). Other bridge courses include COM 654: Family Communication and other Special Topics courses within each of the tracks. 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 beginning by 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

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>YEAR</th>
<th>COURSE OFFERINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>COM 500: Introduction to Graduate Studies (Youngquist)</td>
<td>COM 503: Philosophy of Communication Scholarship (Howell)</td>
</tr>
<tr>
<td>Winter 2111</td>
<td>COM 653: IP Communication Theory (Cayanus)</td>
<td>COM 626: Culture and Communication (Mendoza) COM 673: Theorizing Media (Battles)</td>
</tr>
<tr>
<td>Summer I or II 2111</td>
<td>Quantitative Methods (Sidelinger)</td>
<td>Qualitative Methods (Hay)</td>
</tr>
<tr>
<td>Fall 2111</td>
<td>COM 650: Adv. IP Communication (Sidelinger)</td>
<td>COM 628: Rhet. Of Pop. Culture (Discenna) COM 500: Introduction to Graduate Studies (Youngquist) COM 503: Philosophy of Communication Scholarship (Howell)</td>
</tr>
<tr>
<td>Summer – I or II</td>
<td>Quantitative Methods (Youngquist)</td>
<td>Qualitative Methods (Palmer Mehta)</td>
</tr>
<tr>
<td>Semester</td>
<td>Year</td>
<td>Courses</td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Fall 2012</td>
<td></td>
<td>COM 650: Adv. IP Communication (Cayanus)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>COM 627: Feminist Rhet. Theory (Palmer-Mehta)</td>
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<tr>
<td></td>
<td></td>
<td>COM 670: Media and Globalization (Battles)</td>
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<td></td>
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<td>COM 500: Introduction to Graduate Studies (Cooper)</td>
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<td></td>
<td></td>
<td>COM 503: Philosophy of Communication Scholarship (Discenna)</td>
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<td></td>
<td></td>
<td>COM 685 Special Topics: PostColonial Discourse (Hay)</td>
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<td>COM 673: Theorizing Media (Battles)</td>
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<tr>
<td>Summer I or II 2013</td>
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<td>Qualitative Methods (Palmer Mehta)</td>
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<td>Fall 2013</td>
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<td>COM 653: IP Comm. Theory (Heisler)</td>
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<td>COM 627: Feminist Rhet. Theory (Howell)</td>
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<td>COM 687 Special Topics: Radio Cultures (Battles)</td>
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<td>COM 626: Culture in Comm. (Mendoza)</td>
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<td></td>
<td></td>
<td>COM 687 Special Topics: Television Cultures (Palmer Mehta)</td>
</tr>
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</table>
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* (17th 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
## Appendix A

A Sampling of Current OU Serials that Support MA in Communications

<table>
<thead>
<tr>
<th>Title</th>
<th>Publisher</th>
<th>Access</th>
<th>Indexed in Communication Abstracts?</th>
<th>Core Title in Communication &amp; Mass Media Complete?</th>
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<tbody>
<tr>
<td>American Communication Journal</td>
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<td>Open Access title</td>
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<td>yes</td>
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<tr>
<td>Communication Education</td>
<td>Speech Communication Association</td>
<td>print, online access through publisher</td>
<td>yes</td>
<td>yes</td>
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<tr>
<td>Communication Monographs</td>
<td>Speech Communication Association</td>
<td>print, online access through publisher</td>
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<td>yes</td>
</tr>
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<td>Communication Quarterly</td>
<td>Eastern Communication Association</td>
<td>print, online access through publisher</td>
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<td>yes</td>
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<td>Communication Research</td>
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<td>Sage journal package</td>
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<td>yes</td>
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<tr>
<td>Communication Research Reports</td>
<td>Eastern Communication Association</td>
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<td>yes</td>
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<tr>
<td>Communication Studies</td>
<td>Central States Communication Association</td>
<td>online via aggregators (Academic OneFile)</td>
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## Appendix B

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

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<td>Journal of Family Communication</td>
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$5,692
## Appendix C

### Budget for Library Materials to Support Proposed MA in Communications

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<th>Year 3</th>
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<td><strong>Communication and Mass Media Complete</strong>&lt;sup&gt;1&lt;/sup&gt;</td>
<td>$5,799</td>
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<td>Monographs and reference books&lt;sup&gt;2&lt;/sup&gt;</td>
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<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)