



SCHOOL OF COMMUNICATION

Illinois State University

Spring 2019 Seminar Descriptions

COM 418-001: Foundations of Mediated Communication (Media Ecology)

Tuesdays, 6:00-8:50pm

Dr. Brent Simonds (12 seats)

"Mediated communication" in the course title refers to communication that is not face-to-face. As such, it encompasses any communication involving some form of technology (new and old, high-tech and low-tech, mass and interpersonal). Thus, in this course we will explicitly and extensively address the role of channel in the communication process.

In our course readings, we will encounter several interrelated terms such as medium theory, media ecology, and technological determinism. Basically, it is the study of different media environments. We will be investigating how a medium of communication structures information and how that in turn shapes our thought processes. We will be concerned with a medium's conditions of attendance and also its affordances (i.e., what sorts of behavior does it make possible and what does it inhibit). We will discuss whether a medium structures information propositionally or presentationally and what that might mean to the culture in which it is used. It is up to you to take the insights of these scholars and extend them into the domains of communication that interest you. The methods/media by which we communicate affect several areas of our lives. For example, how might a medium of communication affect what we consider/value as knowledge (epistemology)? Or, what impact do communication technologies have on our interpersonal encounters? These and many other questions should occur to you as you read and as we discuss the material.

By participating in this seminar, you will gain a conceptual framework/theoretical lens for understanding the role communication technologies/channels play in shaping societies and cultures.

COM 418-002: Foundations of Mediated Communication (General Survey)

Mondays, 6:30-9:20pm

Dr. Caleb Carr (15 seats)

Computer-mediated communication (CMC) has become a significant focus of study. Yet the lessons of CMC research go beyond a focus on the human/technology system. They provide insights into human nature and communication processes in ways that may be less apparent without the stark contrasts technological systems provide. This course focuses on the "greatest hits of CMC." By introducing students to a survey of landmark theories, studies, and topics in this area—and to the epistemological, theoretical, and methodological treatments they reflect—students will become sufficiently familiar with the topic to (a) situate contemporary and prospective research questions in a historical familiarity with the field, (b) extend CMC research and applications into other sub-fields such as organizations, health communication, etc.; (c) prepare for and engage advanced study in CMC that will test and extend theory. Students will develop a broad-based understanding of theory and research in CMC, and a specialized understanding of CMC in a particular area of interest leading to the conduct of original research.

COM 433-001: Seminar in Leadership Communication

Wednesdays, 6:30-9:20pm
Dr. Cochece Davis (12 seats)

Course Description: This course reviews the theories and practices of leadership communication in various organizational contexts (e.g., health, military, manufacturing, education, etc.). It considers the role of leadership communication in establishing relationships, managing communication, and influencing change. It provides opportunities to consider significant issues pertaining to the communication relating to leaders, leadership and leadership situations. Interpersonal, small group and organizational communication concepts provide the foundation for understanding leadership communication. Students are given opportunities to develop an expertise in at least one particular area of leadership communication via a course content presentation and a written project of study. Students are expected to synthesize course work and other academic experiences with non-academic experiences to arrive at a more complete and conscious understanding of the material. Where appropriate, discussion emphasizes the interrelationship between content topics, rather than just the content topics themselves. This particular section will highlight the role of leadership communication in creating sustainable organizational contexts.

Course Objectives: By completion of this course, students should understand interrelationships existing within, and between, the areas of organizations, aspects and styles of leadership, and communication, as well as the specific tools and skills enabling leaders to emerge within their organizations and sustain these same organizations. Students should develop a specific area of expertise within the more general area of leadership communication, and be able to succinctly and cogently argue from a knowledge base in this area. As each student's academic and professional experiences, as well as personal and professional goals, are somewhat different, no two course learning experiences will be identical. Students will be encouraged to complete their written project on a topic facilitating their career and/or life goals.

Instructional Strategies: Instructional strategies will include: (a) textbook and professional journal readings (course packet), (b) discussions, content presentation, written observations/concept illustrations, potential interviews with relevant organizational leaders, and (c) assessment in the form of discussion, written observations, content presentation, and a final exam, as well as a semester research project reviewing relevant literature and theory in an organizational context or concept pertaining to leadership communication.

COM 435-001: Communication Training and Development

Mondays, 6:30-9:20pm
Dr. Lance Lippert (19 seats)

Communication Instructional Systems Design is a comprehensive treatment of the nature and functions of training and development of individuals in an organization. It involves a systematic process for the assessment, development, implementation, and evaluation of training solutions for improving human performance through efficient, relevant, and appropriate learning experiences that develop knowledge, ability, skills, and attitudes while recognizing the role climate and culture. The course is designed 1) to provide students with an understanding of theory, research, and practices related to human performance improvement in various types of organizations and 2) to provide an opportunity to apply this knowledge by developing communication-training materials through appropriate assessment and design. These training materials will demonstrate students' ability to make practical application of communication theory and research in order to meet specific organizational needs. Although grounded in relevant communication theory, the goal of the course is to blend theory with practical application in various organizational contexts and processes.

Instructional Strategies: Instructional strategies will include: (1) textbook and professional journal readings (posted on-line), (2) discussions, activities, ReggieNet postings, case studies, and conversations with relevant organizational trainers and professionals, (3) semester project-communication training manual, and (4) performance assessment in the form of several short position papers.

Course Goal: The purpose of this course is to increase students' theoretical and practical understanding of instructional systems development, to identify the function of communication in ISD, and to develop students' ability to design, implement, and evaluate culturally appropriate training and interventions in various organizational contexts and cultures.

COM 462-001: Seminar in Critical Studies in Mass Communication (Feminist Media Studies)

Tuesdays & Thursdays, 3:35-4:50pm

Dr. Lauren Bratslavsky (12 seats)

Feminist media studies is a useful umbrella label to account for many different ways scholars and media practitioners examine not just gender and sexuality, but more broadly, intersections of identities, social structures, and everyday experiences of life. The seminar aims to achieve three main goals: cover how waves of feminism intersect with approaches to studying media and communication, learn and practice the methods to study media by using issues related to gender as an entry point, and connect feminist media studies to media literacy. In practice, this means we will engage with an intensive reading list about how feminist scholars have challenged and influenced traditional kinds of communication and media research to better account for topics such as the construction of gender, spectatorship (e.g. the gaze), intersectionality, and gendered spaces (e.g. the division of private and public). We will explore how scholars draw on theoretical traditions like post-positivism, semiotics, psychoanalysis, post-structuralism, and new media. And we will cover different kinds of methods to analyze representations of identity, political economy (the structures of media; how media are made), and audiences. Additionally, a major dimension for much of feminist media scholarship is praxis, the notion that our theories and analyses require action and application. Thus, we will integrate media literacy into the seminar and develop projects that put into practice your knowledge of feminist media studies.

COM 462-002: Seminar in Critical Studies in Mass Communication (Representations of Race, Class & Gender in Media)

Thursdays, 6:30-9:20pm

Dr. Phil Chidester (19 seats)

Course Description: What's up with "Game of Thrones?" If the state of the American economy is tied so directly to what we THINK our economy is doing, what does primetime television tell us about the state of our economy today? Cardi B or Nicki Minaj? Thoughts on "Black Panther?" And what's behind all this political chaos we seem to be experiencing in 2018?

How do mediated depictions of difference both generate and reinforce our perceptions of self and other – key components in the overall process of communication? What is symbolic representation, and how does this concept relate to the process of identification? How are our various personal and group identities “managed” by the images and messages we are exposed to on a daily basis? Which media theories explain the importance of – and potential hazards posed by – the messages about self and other that we receive through media channels? How do media depictions and culture intersect and reinforce one another? Which analytical lenses (Marxism, postmodernism, critical analysis, cultural analysis) best explain the impacts of media representations? And how do messages of and about race, class and gender function independently – and in complex combinations – as tools to support structures of power in our contemporary world? Exploring and answering these and other vital questions about media representations will be the focus of this course.

To succeed in this seminar, students won't need a formal background in media studies, or in critical theories about race, class and gender. What they will need is an open mind – a willingness to reconsider how, what and why we communicate through the symbols that constitute our modern media landscape.

Instructional Strategies: Course assignments, activities and expectations will include: various readings pulled from the literature on symbolism, representation, and theories of identity and mediated communication; discussions on course theories and topics; in-class oral presentations on assigned readings; brief written responses to reading and class questions; a final academic paper analyzing some aspect of race, class and/or gender representations in the media; and finally, plenty of informal in-class analysis of media texts. In other words, we'll be watching, listening to and talking about a lot of media messages!

COM 472-001: Seminar in Intercultural/Interethnic Communication

Mondays, 6:30-9:20pm

Dr. John Baldwin (15 seats)

Course Description: Research and theory regarding culture, "race," and ethnicity as these relate to communication, including verbal/nonverbal differences, cultural adjustment, conflict resolution, and communication of intolerance.

Course Overview: This course is designed to facilitate investigation and critique of key content areas of intercultural communication. The goal is for you to gain an overview of *research/theory content* and of *methodologies* pertinent both to the *workplace* and to *academia*. The course will cover international aspects of communication (communication differences, culture shock, etc.) and intolerance based on perceived group/culture differences. In addition to our general focus of intercultural communication, we will also look specifically at American culture, as well as a focus on identity and solutions to prejudice.

COM 474-001: Seminar in Interpersonal Communication (Dark Side)

Thursdays, 6:30-9:20pm

Dr. Aimee Miller-Ott (12 seats)

The purpose of this course is to examine the "dark side" of interpersonal communication, which highlights the aspects of interpersonal communication typically seen as dysfunctional, including deception, gossip, communicative infidelity, and verbal abuse. The "dark side" can also include aspects of communication that are poorly understood or have yet to be fully studied. Through readings, discussions, writings, and research, we will explore some major areas of communication research focused on the dark side.

COM 474-002: Seminar in Interpersonal Communication (General Survey)

Tuesdays, 6:30-9:20pm

Dr. Lindsey Thomas (12 seats)

This course offers an overview of interpersonal/relational communication theories and research. Specifically, this seminar will provide an opportunity to explore and discuss a variety of theories/models of relating and relationships, methodological approaches to better understanding interpersonal communication, and extant/potential research about interpersonal communication and relationships. Course content will explore diverse relational contexts including platonic, romantic, and family relationships. The format of the seminar will engage readings-based, instructor- and student- led discussions.

COM 478-001: Seminar in Public Relations Research: Case Studies (Social Media Campaigns – Theory, Application, and Cases Across Strategic Communication)

Thursdays, 6:30-9:20pm

Dr. Rebecca Hayes (12 seats)

This course is focused on the real-world analysis of public relations through the use of academic research, industry publications, and industry- and student-developed case studies. This semester's focus will be on campaigns, specifically those driven primarily (but not only) by social media. Campaigns are coordinated and strategic programs of action to achieve specific organizational goals, and are common across the fields of communication. First focused generally to provide a grounding in and understanding of industry and academic public relations and related areas content, we will then move to look at social media as a unique communication channel facilitating campaigns in PR, health communication, branding, crisis communication, and other areas. We will be using social media analytics to examine active and past campaigns. Classes will be both instructor and student-led, and assessment will be based on participation, reflection questions, an analytics project, presentation of topics and/or articles in class, and case studies.

COM 481-001: Seminar in Communication Education: Communication Pedagogy

Wednesdays, 6:30-9:20pm
Dr. Cheri Simonds (12 seats)

This course explores the theories and research that inform best practices in teaching communication. Although grounded in communication education theory, the course will also include an applied element. Two broad units of material will be covered in the seminar: (a) an examination of how theory and research inform practice, and (b) application of theory and research to a communication classroom.

COM 492-001: Seminar in Communication Theory (Sports Communication)

Wednesdays, 6:30-9:20pm
Dr. Phil Chidester (19 seats)

Course Description: America's passion for sports competition provides abundant – and far too often overlooked – opportunities for discussing and applying a number of the theories at the very core of study in the communication field. Why (and how) do fans become such fervent supporters of their favorite teams? Social identity, uses & gratifications, Burke's process of identification and other theories of identity will help to make sense of the phenomenon. What's going on with NFL players' protests during the playing of the national anthem, and is the League doing "the right thing" in its response to the protests? Both critical theories and image restoration theories from the public relations discipline might offer some insights. And finally, how do national sports teams function as stand-ins for a sense of self as part of a broader national collective? A range of applicable theories, from intercultural communication to organizational communication to myth and narrative, will shed light on the process and experience.

We will begin the semester by applying specific communication theories to the various trends and scandals marking sports competition and fandom in the U.S. and around the globe today. Course readings and class discussions will be geared toward helping students to select individual projects in which they will explore an issue or trend within the sports world that has drawn their own interests. The semester will then wrap up with a series of discussions and guest lectures designed to help class members apply these theories in a successful way as sports practitioners themselves.

Instructional Strategies: Course assignments, activities and expectations will include: various readings pulled from the literature on sport and applicable communication theories; in-class discussions on course theories and topics; in-class oral presentations on assigned readings; brief written responses to reading and class questions; a final academic paper analyzing a contemporary sports phenomenon through a communication theory lens; and finally, plenty of informal in-class analysis of examples from the sports world. In other words, we'll be talking a lot about sports this semester!

COM 496-001: Seminar in Rhetorical Theory (Rhetoric of Fake News)

Tuesdays, 6:30-9:20pm

Dr. Joseph Zompetti (12 seats)

Overview: We will focus on interrogating, and problematizing the intersections between rhetoric and so-called “fake news,” with special emphasis on the use of fake news as a rhetorical strategy in political communication. We will look at the rhetoric *of* fake news, rhetoric *about* fake news, and fake news as a type of rhetorical *enactment*. Students will choose the texts we will explore.

Who should take this course? The course is intended for students with no background in rhetoric as well as rhetorical veterans. For students not well-versed in rhetoric, we will begin the course with a brief introduction of rhetorical theories and methods of criticism. For the student with previous rhetorical experience, we will highlight key primary and secondary texts of various rhetorical perspectives for advanced study. Although we will be very direct and specific in our study of rhetoric, students interested in philosophy, culture, politics, social justice, or simply anything ideological should consider this course.

How will we study rhetoric & fake news? The course is primarily reading and discussion-oriented. Except for a couple of “lectures” in the beginning, everyone will participate by reading key primary and secondary sources concerning theoretical material, fake news issues in general, and the intersection between fake news and rhetoric. In addition to the readings, students will share their own interests in fake news as items for discussion. We will explore areas such as “post-truth,” propaganda, and the use of social media regarding fake news. We will *not* specifically examine satirical political communication since it is only tendentially related and can be an entire course on its own.

How will the course test for “learning outcomes”? Ideally, students should be taking graduate courses for more than just a grade – they should identify and attempt to accomplish their own “learning outcomes.” But, to help students in their pursuit for higher learning, a conference/publication-quality paper and a comprehensive, take-home exam will be assigned.





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Spring 2019 Graduate Courses

COURSE	SECTION	TITLE	START	END	DAYS	INSTRUCTOR	NOTES
COM 303	1	Controversy & Contemp Society	4:00 PM	5:15 PM	MW	ZOMPETTI	
COM 312	1	Broadcast History	12:35 PM	1:50 PM	TR	BRATSLAVSKY	
COM 319	1	Motion Graphics & Vis Effects	2:00 PM	3:15 PM	TR	SIMONDS, B	
COM 320	1	Mass Media Cult Crit	1:00 PM	1:50 PM	MWF	BLANEY	
COM 323	1	Th & Rsch Sm Grp Com	1:00 PM	1:50 PM	MWF	MEYER	
COM 325	1	Th & Rsch IPC	2:00 PM	3:15 PM	TR	THOMAS	
COM 329	1	Organizational Comm	9:35 AM	10:50 AM	TR	LIPPERT	
COM 329	2	Organizational Comm	12:00 PM	12:50 PM	MWF	DAVIS	
COM 331	1	Human Comm & Aging	12:35 PM	1:50 PM	TR	OTT	
COM 350	1	Doc in Film & Broad	6:30 PM	9:20 PM	M	MCHALE	
COM 360	1	Mass Med: Thry & Eff	11:00 AM	11:50 AM	MWF	CHIDESTER	
COM 361	1	Mass Med: Law	11:00 AM	12:15 PM	TR	MOORE	
COM 361	2	Mass Med: Law	2:00 PM	3:15 PM	TR	MOORE	
COM 364	1	Broadcast Management			Online	KANG	
COM 366	1	Web Production & Des	11:00 AM	12:15 PM	MW	GLASCOCK	
COM 367	1	Ethic Probs Mass Med	3:35 PM	4:50 PM	TR	HOPPER	
COM 367	2	Ethic Probs Mass Med			Online	MOORE	
COM 370	1	Psychology of Language	9:35 AM	10:50 AM	TR	BALDWIN	
COM 371	1	Political Communication	2:00 PM	2:50 PM	MWF	ZOMPETTI	
COM 372	1	Thry & Resch in Intercul Comm	11:00 AM	12:15 PM	TR	BALDWIN	
COM 375	1	Commun & Leadership	1:00 AM	1:50 AM	MWF	DAVIS	
COM 385	1	Editorial & Feature Writing	4:00 PM	5:15 PM	MW	HUXFORD	
COM 390	1	Special Topics (Community Relation)	10:00 AM	10:50 AM	MWF	COURTRIGHT	
COM 390	2	Special Topics (Family)	11:00 AM	12:15 PM	TR	OTT	
COM 400	1	Graduate Independent Study					Must have 18 hours
COM 418	1	Foundations of Mediated Comm	6:30 PM	9:20 PM	T	SIMONDS, B	
COM 418	2	Foundations of Mediated Comm	6:30 PM	9:20 PM	M	CARR	
COM 433	1	Seminar Leadership Com	6:30 PM	9:20 PM	W	DAVIS	
COM 435	1	Comm Training & Devmt	6:30 PM	9:20 PM	M	LIPPERT	
COM 462	1	Seminar Crit Studies in Mass Comm	3:35 PM	4:50 PM	TR	BRATSLAVSKY	
COM 462	2	Seminar Crit Studies in Mass Comm	6:30 PM	9:20 PM	R	CHIDESTER	
COM 472	1	Seminar Intercul/Interethn Comm	6:30 PM	9:20 PM	M	BALDWIN	
COM 474	1	Seminar Interpersonal Comm	6:30 PM	9:20 PM	R	OTT	
COM 474	1	Seminar Interpersonal Comm	6:30 PM	9:20 PM	T	THOMAS	
COM 478	1	Seminar in PR Resch: Case Stdy	6:30 PM	9:20 PM	R	HAYES	
COM 481	1	Seminar in Comm Ed	6:30 PM	9:20 PM	W	SIMONDS, C	
COM 492	1	Seminar in Comm Thry	6:30 PM	9:20 PM	W	CHIDESTER	
COM 496	1	Seminar Rhetorical Theory	6:30 PM	9:20 PM	T	ZOMPETTI	
COM 497	1	Intro to Research Methodolgy	4:00 PM	5:15 PM	MW	HOOKER	Required for 1st years
COM 497	2	Intro to Research Methodolgy	6:30 PM	9:20 PM	M	GLASCOCK	Required for 1st years
COM 497	3	Intro to Research Methodolgy	6:30 PM	9:20 PM	W	MEYER	Required for 1st years
COM 498	1	Pp-Communication					Must have 18 hours