Program Proposal

On-campus program leading to a Master of Arts in Communication

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Master of Arts Degree in Communication

This is a proposal for an on-campus, open-enrollment Master of Arts degree in Communication developed and governed by the Communication Department in the College of Arts & Sciences. The documents included here include a program description and rationale, curriculum, governance structures, and a review of the history of programs that have led to the development of this program.

Purpose

The purpose of this document is to propose an on-campus program leading to a Master of Arts degree in Communication at Fairfield University. As will be detailed in the document to follow, the faculty of the department feel that such a program would fulfill many of the strategic objectives of the University; contribute to the academic development of the department; and ultimately contribute to the human, interpersonal, professional, social, organizational and cultural development of the students enrolled in the program.

Communication is a fundamental social process; all human activities are imbued with communication. The realities that we live in, in all contexts and situations, are constructed, maintained and affected by communication in its various forms. Students who pursue advanced study in communication will be better prepared to

- understand themselves personally
- understand the relationships in which they engage
- appreciate the ethical dimensions of communication
- advance themselves in their careers
- understand how organizations, societies and cultures are both affected by and contribute to communication
- learn specific philosophies, theories, methods and techniques required to practice and study communication
- and, contribute solutions to obdurate social problems in which communication solutions are required

In sum, we believe that an academically rigorous and personally-focused MA program in Communication will contribute significantly to our graduate students’ development, to the furtherance of academic excellence in the Department, and to the University's overall strategic mission.
**New Program Proposal Submission Process**

This report has been prepared in accordance with the EPC’s “Guidelines and Procedures for Submission of New Program Proposals” (Journal of Record, 10/2/95). This document specifies nine separate criteria to be addressed in support of the program proposal:

1) Description, Overview, and Summary of the Program;
2) Need for the Program;
3) Rationale for the Program;
4) Objectives;
5) Impact;
6) Program Detail;
7) Administrative Structure and Governance;
8) Resources;
9) Projections for the Future.

This proposal will be routed according to the procedures delineated in the Journal of Record and confirmed by members of the Executive Committee of the Academic Council. Thus, the proposal will proceed as follows:

Communication Department → Dean of the College of Arts & Sciences (CAS) → Arts & Sciences Curriculum Committee (ASCC) → Educational Planning Committee (EPC) → Academic Council. In each case, the reviewing unit votes if appropriate, attaches minutes and a recommendation, and then routes the proposal to the next unit.

Professor James Shanahan, Chair of the Communication Department, will be the official shepherd of this proposal. The faculty in the Communication Department collaboratively developed, thoroughly reviewed, and unanimously supported this proposal.

**Background**

In order to provide sufficient background to this proposal, the history of graduate study in communication at Fairfield University is briefly reviewed, as well as the background of the development of this particular new program.

In 1966, Fairfield University was approved by the State of Connecticut to confer a Master of Arts Degree in Communication for successful completion of the program. Students were enrolled in The Graduate School of Corporate and Political Communication (hereafter referred to as GradComm) from 1966 until it closed in 1990. The stated goals and objectives of the original program were to combine
“generalist wisdom and professional competence. It [was] humanistic in orientation; socially focused through its attention to the corporate-institutional and political-governmental forces which mold human ecologies; and concerned with the intellectual, moral and aesthetic development of the communicator and the media. Graduates should have a sound understanding of communication theory and practice; and should be able to design, apply, and evaluate communication strategies in particular contexts” (Fairfield University Human Communication brochure 1977-1978, p. 4). The Graduate School of Corporate and Political Communication was closed by a vote of the General Faculty in 1990, though the state authorization for Fairfield University to award a Master of Arts degree in communication remained active.

In 2005, an MA program in organizational communication for corporate cohorts was developed by the Communication Department in collaboration with University College. This program has been successful in that 2 cohorts at Cendant Mobility and 1 at Sikorsky have completed the MA since its inception. Cohorts at Scinto and Prudential are currently in progress. The existing MA program remains viable as a specialized program for cohort groups, though shifting market conditions suggest this program will remain small. That is, there is greater competition from online programs and other accelerated MA programs today than when this program was developed. Moreover, many corporations in the area have changed their educational reimbursement policies in ways that have affected the cohort model.

Currently, market research suggests that a more flexible, open-enrollment, on-campus MA program in Communication will meet the needs of a greater number of prospective students who desire graduate study in this field. The program being proposed here is intended to meet this market demand, while also delivering a high-quality academically-rigorous program that enhances the professional preparation for a variety of student populations in the Fairfield University area. It is not anticipated to have a negative impact on the undergraduate program in Communication at Fairfield University.

Description and Overview of the Program

This proposed MA program in Communication at Fairfield University is designed for students who are working in communication-related fields and desire additional professional preparation; working professionals who lack important training in communication relevant to their current or prospective careers; and individuals with a recent BA in Communication/Media Studies or a related discipline who wish to continue their studies at the graduate level, including those who may be considering doctoral studies in Communication. The program's curriculum would provide a broad understanding of communication theory, technologies, and behavior in a variety of relational, institutional, and organizational settings. In addition to gaining an understanding of the history and research traditions in communication studies,
students will gain skills that can be applied in professional careers as varied as public education and administration, management and human resources, healthcare delivery and health campaigns, public relations and marketing, information management and political research. The Communication Department has nine full-time faculty members who have expertise in a variety of areas of this multifaceted discipline, and associated full- and part-time faculty who teach relevant courses in their respective fields.

The proposed graduate program in Communication is a scholarly program that qualifies the graduate as learned in a body of knowledge and practice in Communication. It is an objective of Fairfield University to assist individuals in lifelong learning. Students in the program and graduates are encouraged to continue formal and informal learning after completing their program of studies.

The proposed program in Communication offers a Master's degree. The program requires successful completion of 36 credit hours, including successful completion of a thesis or project. The program in Communication is designed for entering classes not to exceed twenty students each. As students progress through the program, they are regularly assessed through course tests, in-class participation, papers, and major research projects. Fairfield faculty members are available for performance assessments and assistance. Though designed for classroom-based sessions, some assignments may require off-site and web-based learning activities such as library research, Internet searches, surveys, site-visits, and so forth. Students are expected to attain and maintain a grade of B or better in all graduate coursework in order to remain in good standing in the program. Students may progress through the program at different rates; some may choose to enroll full-time while other may pursue part-time study.

Bookstore and library services are available to enhance the performance of all students.

**Summary of Features of the Program:**

- The MA in Communication program resides in the Communication Department in the College of Arts & Sciences.

- The program curriculum meets national standards for similar MA programs, while being infused with the characteristics of a Fairfield University education in the Catholic Jesuit tradition. The program emphasizes ethical leadership and informed communication for personal, social, organizational and cultural understanding.
Admissions are handled by the Office of Graduate Admission, following recommendations of the faculty members of the Department of Communication and under the supervision of the Dean of the College of Arts & Sciences.

Development of promotional materials and program marketing is managed by the Office of Marketing and Communication, in consultation with Graduate Admissions and the Department of Communication.

To meet the scheduling needs of various types of students, courses will be offered in a variety of formats, including day, evening, and accelerated course formats using face-to-face, online, and hybrid delivery systems.

Admission requirements for the program include proof of successful completion of a bachelor’s degree from a regionally accredited institution and completion of the Graduate Record Examination (GRE). Prospective students apply through the College of Arts & Sciences graduate admissions procedures.

Receipt of eligibility documents (e.g., undergraduate transcripts) and other admissions functions are managed by the Office of Graduate Admissions.

The program is governed according to Communication Department governance procedures under the supervision of the Office of the Dean of the College of Arts & Sciences and in consultation with the appropriate committees of the faculty of the College (in particular, the Arts & Sciences Curriculum Committee, which reviews all new course proposals).

Faculty selection and supervision, curriculum oversight, and student advising are directed by the Communication Department of the College of Arts & Sciences.

The faculty members for the program (particularly part-time and adjunct faculty) are carefully selected for commitment to the University mission, academic credentials (appropriate Ph.D. required in all but the most extraordinary circumstances) and professional or research experience inside and outside of academia. See faculty CVs in Appendix A.

The Master of Arts Degree requires a total of 36 credits (12 courses), including three core or required courses (9 credits), seven courses selected from theories, applications, and allied coursework (21 credits), and two courses (6 credits) related to the completion of a thesis or project.

Upon registration in their first course and with maintenance of good standing in the program, the students in the Master of Arts program in communication
are granted the same rights and privileges as all other Fairfield University graduate students. They gain access to Stagweb, open a Fairfield University email account, and gain access to the library. They may obtain ID cards that will enable them to join the recreation complex, gain access to the computer labs and receive a printing credit on their Stagcard of $5 per class. Upon graduation they become alumni of the University.

**Need**

People spend most of their adult lives in a communication-filled world. That world is largely experienced in a variety of complex communication contexts and situations. Interpersonal communication is rapidly being restructured by emergent communication technologies. Organizations are constantly changing and depend ultimately on human communication. All societies and cultures are under the significant influence of evolving forms of mass communication, many as producers in a diversifying media landscape. In specific sectors, such as healthcare or the environment, communication specialists are increasingly being called upon to design, implement and evaluate programs for achieving international, national, and community goals.

In the context of today’s information and knowledge societies it has become increasingly apparent that all forms of social interaction emerge and change in communicating: all forms of life are rooted in human social transactions, discourse patterns, verbal and nonverbal communication, and mediated communication. Just as constant attention is paid to the physical and financial capitals of people, groups, organizations and societies, it is also important to develop, nurture, and use the “communication capital” of these entities.¹

The program described in this proposal was initiated in part as a response to the success of the cohort program, but even more in response to perceived need for an on-campus program. Figure 1 shows that there has been steady growth in the number of Master’s degrees awarded in Communication and related fields since the early 70s in the US.

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This growth has been spurred by a number of factors, most noticeably the increasingly important role that communication technology has played in all sectors of life, the steady development of a strong academic and research tradition in communication, and the increasing recognition of the importance of communication in developing effective and ethical policies in all sectors of society, especially in terms of communicating with publics that need information about technical, scientific, or health-related issues. Also, it should be noted that the growth has been especially fueled by females; while the number of males completing Master's degrees since the 70s has doubled, the number of females completing degrees has increased sevenfold in the same period. Thus, communication as a discipline has benefited from the increasing number of women seeking higher degrees, and has no doubt contributed to their ability to advance career, personal and social goals.

The need for the program is echoed by faculty in the Communication Department. Some faculty members believe the former GradComm was closed prematurely given ongoing market demands and projections, the increased relevance of communication
studies in the 21st century, and skyrocketing enrollments in communication programs around the country (which the figures provided above confirm). In addition, newer faculty members believe that graduate teaching and research collaborations will support their own development as scholars, improve the department’s ability to recruit and retain outstanding faculty, and increase the stature of the Department and University in the eyes of the discipline while maintaining the quality of our current undergraduate program. Thus, the development of an on-campus graduate program in communication responds to both internal and external needs.

Since the cohort program began, the Office of Graduate Admissions at Fairfield University has conducted extensive market research about the demand for graduate study in communication. The study was focused on corporate and organizational communication, but provides information relevant to the development of this on-campus program, including documented interest in other communication areas.

The research indicated that there was high interest in an on-campus program, across different groups interviewed, including employers, associations, inquirers, web visitors and alumni. The survey indicated that perceived need for the program was highest for those interested in organizational communication, next highest for those interested in communication and social change, and next highest for those interested in health communication. The expressed interest was high enough in all groups to suggest that a general program in communication could attract sufficient interest. The research also indicated that the program would need to be flexible, allowing for some students to complete in 2 years with full-time registration, and others to complete in 3-5 years while taking fewer courses per term. Similarly, those surveyed expressed sufficient interest in varied course formats such that we would need to offer some courses in the traditional format (14-week) and others in accelerated formats.

The Department also has access to research on the current state of the market in terms of who offers Master’s degrees in communication and related fields. The report3 offered the following:

... staff identified 77 Master’s level program in the general field of communications. The majority of programs in the field are offered as Master of Arts degrees. These programs average 33 credit hours in length, and program tuition averages ~$16,000.

• Four Connecticut-based institutions offer Master’s level programming in the field of communications. Half of these programs lead to an M.A., and 2 lead to an M.S. These programs average 34 credit hours in length, and program tuition averages ~$19,000.

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3 Eduventures, Nov., 2005
• Eight Jesuit institutions offer Master's level programming in the field of communications. 7 of these 8 programs are offered as an M.A. These programs average 34 credit hours in length, and program tuition averages $25,500.

• The number of Master's level degrees awarded has increased at a 4% CAGR since the 1970-1971 academic year. Nearly 2/3 of these degrees are in general communications or journalism.

• Providers of Master’s level programs in communications recruit students from and place graduates in a wide variety of occupations. (p. 3)

As will be seen, the proposed program at Fairfield is structured similarly to most other existing programs. The report also references statistics noted above showing that there is healthy growth in demand for Master's-level degrees in various communication fields.

Rationale

This rationale for a Master of Arts degree in communication honors the University mission, articulates the critical role of communication education within a Jesuit education, and illustrates ways that this program responds to the University Strategic Plan.

Fulfilling the University’s Mission:

The mission statement declares:

Fairfield University, founded by the Society of Jesus, is a coeducational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values and a sense of social responsibility.

To that end, the proposed Master of Arts in Communication Degree extends the reach of the faculty and the institution by bringing it to a wider population of potential graduate students.

Clearly the goals and objectives of this program are to instill in these students an understanding for the theories and practices of communication and how ethical communication values and practices are critical to their success. By studying communication students learn how ethics, values, and leadership can help guide individuals, groups, organizations and society toward social responsibility and away from the all too frequent communication problems such as dishonesty in public
communication, misrepresentation and stereotyping of marginalized groups, negative media effects, and the unequal distribution of power in various communication contexts, to name a few.

As the University’s mission statement reminds us:

Fairfield recognizes that learning is a life-long process and sees the education which it provides as the foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development. It also seeks to foster in its students a continuing intellectual curiosity and a desire for self-education which will extend to the broad range of areas to which they have been introduced in their studies.

The current cohort graduate program fulfills these goals by helping working professionals gain new insights into the theoretical and practical aspects of organizational communication. The on-campus program would extend this to other areas apart from organizational communication. Graduate students bring a sense of commitment that is clearly illustrated by their willingness to combine, in some cases, their full-time professional career pursuits with their intellectual curiosity and, for some, family obligations. This MA program in Communication would support the needs of these students with greater flexibility than the current cohort program.

The Role of Communication in a Jesuit Education:

Communication should be a fundamental part of a Jesuit education. The formal study of communication is as old as Western intellectual history. Rhetoric, out of which the modern study of communication developed, was an integral part of the curriculum in Athens during the classical period of Greek culture. It was later taught in Western societies as one of the three liberal arts (the “trivium”), the others being dialectic and grammar.

Since the time of the founding of the Society of Jesus, which received Papal approval in 1540, the Jesuits have been intimately involved with the study of rhetoric. The Jesuits at Messina, for example, placed rhetoric as the capstone course in Jesuit university education. The study of rhetoric eventually became one of six core courses offered by Jesuit universities in the United States; for example, it was offered at the College of the Holy Cross as early as 1843. Similarly, Princeton History Professor Liam M. Brockey recently noted that the Jesuits were “brilliant [in their] use of small group dynamics long before such things had a name” (The New Yorker, October 17, 2005, p. 16), tracing Jesuit use of small group discussions in spiritual work back nearly 500 years.

Today, Jesuit symposia and treatises increasingly argue that communication must become a major apostolic dimension concerned with freedom of press and
information, redressing the global inequity in communication structures and information flows, integrating communication ethics with all Jesuit pursuits, and an emphasis on communication education in the service of faith and justice (see the 34th Congregation, 1995).

In sum, these historical roots position communication education at the heart of the Jesuit tradition and educational mission.

The Importance of Communication:

Since the turn of the century, with the establishment of programs in areas such as speech communication, communication studies, media studies, and journalism, communication has grown to be one of the largest of the applied theory and research fields in the social sciences. In the mid-20th century, universities began founding institutes of communication research, often responding to the perceived need to deal with phenomena such as the development of communication technology, propaganda, and the needs of businesses and society to gain insight into how communication affects attitudes and behaviors. In its current incarnation, the study of communication stems from both strong humanistic roots (rhetoric, persuasion theory, public speaking and debate, analysis of power, etc.) and more recently developed social scientific roots (e.g., mass media effects, interpersonal communication, attitude change, strategic communication campaigns etc.). Communication, while now established as a discipline on its own, also draws heavily from this multi-disciplinary tradition, from areas as diverse as psychology, sociology, philosophy, literary studies and other fields. Such a program fits well with the Jesuit emphasis on the liberal arts tradition and its value for interdisciplinary understanding.

Responding to the Objectives of the University Strategic Plan:

The University Strategic Plan offers further rationale for the development of new, innovative, and revenue-generating endeavors such as the Master of Arts degree in Communication. In the introduction, for example, the Strategic Plan states:

In the highly competitive and extraordinarily dynamic landscape of higher education in the United States, Fairfield University offers a specific and distinctive voice, that of a young, vibrant, student-centered institution with a nationally recognized faculty that is generously grounded in both the breadth of the Catholic tradition and the academic rigor that characterizes Jesuit education. (p. 1)

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4 Currently, 1.3% of all Master’s degrees are awarded in communication and related fields, compared to 3.3% for psychology and 3% for social sciences and history combined. (National Center for Education Statistics).
Related to this larger context, the Strategic Plan calls for specific initiatives to be developed in relation to graduate education:

C. Enhance the quality of our graduate, professional, and part-time evening programs, and define and market what distinguishes Fairfield from other regional competitors, so that Fairfield University in the next decade will be known for our distinctive graduate and professional programs and the exceptional ways they serve our local communities and the society at large.

1. Increase the number of full-time faculty to ensure academic rigor, continuity of mission, and personalized education.

2. Use data to assess and analyze needs of prospective students to ascertain local, state, and regional needs that create opportunities for program development; and to evaluate how Fairfield can be of service to diverse communities and to the common good.

3. Develop inter-departmental experiences for professional/graduate students to develop a deeper understanding of their vocation, examine pressing ethical issues in their professions, and create leadership for change in the world.

4. Strengthen efforts to develop strong alumni relations with this important segment of the Fairfield student community. (p. 13)

The Communication Department is prepared to provide a Master of Arts degree in Communication that is consistent with the character of the Strategic Plan: a personal and student-centered learning environment; a rigorous curriculum with highly-qualified faculty; and a curriculum that incorporates global issues, cross-cultural competence, a required ethics course, and a thesis or project. The program explicitly endeavors to help graduate students examine pressing ethical and professional issues and develop strong leadership abilities.

Given the interdisciplinary roots of communication as an object of study, students in the program will deepen their appreciation for the liberal arts as they come to see connections between the various humanities and social sciences that inform communication research, that influence the production and reception of communication in all settings, and that frame the analysis of today’s global communication environment. Given the theoretical and applied nature of the program, students will enhance their professional abilities and prospects, as they develop the skills necessary to solve communication problems and assume leadership positions in both business and public sectors. Given the focus on interpersonal, group, social and intercultural dynamics in the courses, students additionally gain
knowledge and skills that will strengthen their relationships as well as their appreciation for diversity.

Finally, we believe that this program can enhance Fairfield University's relationships with the surrounding communities, perhaps helping to develop partners for future collaborations, development initiatives, and other forms of institutional advancement. As well, the program offers possibilities for further developing the Department's ability to seek funds through grants and external funding.

**Objectives**

The primary objective of this program is to provide quality graduate education in the Jesuit tradition to constituencies who are seeking to pursue graduate study in communication.

Broad objectives of the program include:

- To foster the intellectual interests of the students and their appreciation for life-long learning;
- To support the professional goals and aspirations of students;
- To prepare students for leadership positions;
- To enhance students’ decision-making and problem-solving abilities within various communication contexts;
- To develop knowledge and skills for analysis of communication behavior within various communication contexts;
- To increase students’ sense of ethical action and appreciation for diversity;
- To promote a greater understanding of and ability to perform within the global community.

Secondary objectives include enhancing Fairfield University’s ability to generate new revenues, meet the needs for graduate study in the surrounding community, and help the University remain competitive within the rapidly-changing educational environment and for the diverse student populations in the surrounding area.

The program objectives have been divided into two distinct areas in order to reflect the desired learning outcomes of the students, the needs of the various constituencies, and the aims of Fairfield University.
The student goals were developed by the Communication Department faculty based on an understanding of the competencies communication graduates should demonstrate and the environments in which graduates will be demonstrating these competencies.

**Student Goals:**

- Improve scholarly research skills and understanding of communication theory, research, and application
- Enhance ability to interact with confidence and trust
- Develop the analytical and communication skills necessary for ethical and effective leadership
- Develop, embrace, and practice principles of reflective learning
- Recognize the value of graduate educational opportunities as a way to accomplish professional goals and personal growth
- Become a member of a community of learners
- Demonstrate the values of encouraging and promoting diversity in all communication contexts

**Fairfield University Goals:**

- Respond to the Jesuit mission through engagement with various communities for expanded educational opportunities that consider the real context of students’ lives and the institutional environment they will find themselves in
- Educate the community about the importance of the characteristics of Jesuit education, which emphasizes care and sensitivity to each person and encourages life-long openness to growth (Duminuco, S.J., *The Jesuit Ratio Studiorum*, p. 180)
- Enhance opportunities for new revenue generation while continuing to provide high-quality undergraduate and graduate educational programs in the Catholic Jesuit tradition
- Define and extend the outcomes from earning a graduate degree in Communication from Fairfield University
- Encourage community leaders and members to recognize Fairfield University as a leader in Communication education.
- Provide Fairfield University faculty with opportunities to enhance their professional development and scholarly productivity.

Individual courses and program components may fulfill these objectives in partial and distinctive ways; the curriculum and pedagogy collectively address these objectives. Individual courses additionally articulate specific learning objectives related to the
content area, the literature in the field, and the accepted research practices of the field.

Impact

The program is not expected to have any major impact on existing programs in the University and will have no effect on the core curriculum. The Master of Arts degree program in Communication is unique in its focus and content and does not duplicate any other programs at the University.

The Communication Department has had extensive discussions to ensure that this program does not have a negative impact on our undergraduate program in Communication. The department faculty is unanimous that our undergraduate program is our top priority and that its quality must be maintained. Therefore, all faculty will maintain the majority of their teaching loads in the undergraduate program and maintain their advising obligations to the undergraduate students. Some faculty may choose not to teach in the graduate program; there is no pressure to do so. However, we expect that most faculty members will teach in the program to some extent.

The revenue model developed in close consultation with the Office of Graduate Admissions, the Office of the Academic Vice President, and the Dean of Arts and Sciences ensures that any resource needs related to the graduate program are covered by the program, and that a portion of its profits can be used to enhance the department's overall resources and ensure program sustainability. The Academic Vice President has agreed that the success of this proposal will result in the conversion of our current visiting faculty position into a tenure-track line. Projected revenues will be used to support both the graduate program and the undergraduate program, including the addition of tenure-track lines during the initial 5 years of the program.

Importantly for other programs at Fairfield University, revenues generated from the graduate program will decrease the degree to which the Communication Department must compete with other departments for new faculty lines and program-enhancing resources. Thus, this revenue-generating program indirectly supports other CAS programs, in addition to contributing resources in the form of profits to larger University initiatives (e.g., the endowment, financial aid programs, etc.).
Program Details

Program Philosophy and Learning Objectives:

The focus of the advanced coursework in Communication is on research perspectives and everyday practices in communicating in interpersonal, group, team, organizational, inter-organizational, social, cultural and public settings. The program provides for graduate-level scholarship in theoretical and applied communication science by post-baccalaureate students. The graduate program is intended for students who are motivated to develop communication knowledge, sensitivities, competencies, and skills for leadership roles in a variety of communication contexts.

Our program is designed so that students will acquire a comprehensive critical and theoretical understanding of a variety of human communication processes, within a framework of social responsibility. The Master's-level courses in communication should engage students actively in understanding human interaction in interpersonal, group, inter-organizational, public, and technology-mediated settings as applied to various communication contexts in which communication is important.

In addition to the program objectives articulated earlier, the primary learning outcomes should include the abilities to:

- Explore alternative theoretical and empirical ways of understanding individual and social behavior in communication contexts;
- Interpret empirical data as presented in the literature of our field and that of related fields as it affects communication research and practice;
- Engage in systemic analysis of social interaction and issues, using tools and methods appropriate to the discipline to formulate and test hypotheses;
- Apply communication research and effective practices to communication problems and systems;
- Demonstrate effective oral and written communication skills.

Based in the Western rhetorical tradition, and informed by Jesuit educational values, the Master of Arts degree in Communication program should emphasize ethical communicative action.

The program in communication also reflects some of the basic tenets of Ignatian pedagogy, which served as guiding principles in the program design. Ignatian pedagogy is defined as:
a collaborative process between and among teachers and students which fosters personal and cooperative study, discovery and creativity, and reflection to promote life-long learning and action in service to others (Duminuco, S.J., The Jesuit Ratio Studiorium, 2000, p. 158).

These tenets are reflected in the close attention of faculty as research mentors. These tenets are further reflected in the support of advancing students’ ongoing intellectual development, the creation of opportunities for personal and professional betterment, and the commitment to promoting responsibility to surrounding communities.

Program Curriculum:

Based on review and revision of the courses that are currently approved and being taught in the cohort program, as well as some additions, the following curriculum has been approved by the Communication Department faculty and is proposed here:

The Master's degree requires the successful completion of twelve courses, for a total of 36 credits:

Communication Foundations/Core Courses

These courses constitute the foundations for graduate study in communication and prepare students for later courses, as well as for the thesis or project.

- CO 400 Communication Philosophies, Theories, and Research Traditions (3 credits)
- CO 420 Communication Research Design and Methodologies (3 credits)
- CO 440 Ethics and Communication (3 credits)

In addition to the three Communication Foundations/Core Courses, students must successfully complete (at least 3.0 GPA in each course) seven additional courses (for a total of 21 additional credits) selected from the following list. Effort should be made, in consultation with the advisor, to balance theory and application.

The courses listed here reflect the range of courses typical in similar MA programs; respond to needs and interests identified in the market research; and correspond to the research, teaching, and professional expertise of current Communication Department faculty. New core courses based on new faculty interests would proceed through the appropriate department and college course approval processes.

These courses will be offered at least once every 4th semester, with effort made to provide a balance of theory and application courses that meet the interests of the students in the program at any given time.
Communication Theoretical and Research Traditions
These courses represent some of the theoretical and research traditions that have been most influential on the study and practice of organizational communication.

CO 410 Perspectives & Theories in Organizational Communication (3 credits)
CO 496/497 – Number assigned to 300-level CO courses taken for 400-level credit (3 credits)
CO 500 Interpersonal Communication (3 credits)
CO 501 Rhetorical Theory & Cultural Criticism (3 credits)
CO 530 Mass Communication Theory and Media Analysis
CO 531 Critical/Cultural Studies and Communication (3 credits)
CO 535 Globalization, Communication, & Culture (3 credits)
CO 540 Intercultural Communication (3 credits)

Communication Processes and Applications
These courses represent some of the most prevalent applications of communication theory and research in organizational settings.

CO 430 Written Communication (3 credits)
CO 498/499 Communication Practicum (1-3 credits)
CO 502 Small Group and Team Communication (3 credits)
CO 522 Communication & Organizational Leadership (3 credits)
CO 524 Negotiation & Conflict Management: Communication Approaches (3 credits)
CO 526 Consulting & Problem-Solving (3 credits)
CO 528 Professional Rhetoric and Presentations (3 credits)
CO 541 International Communication (3 credits)
CO 542 Communication Technologies (3 credits)
CO 543 The Information Society (3 credits)
CO 548 Health Communication (3 credits)
CO 550 Communication and Social Justice (3 credits)
CO 559 Topics in Communication Research (3 credits)
Applied and Allied Coursework
Up to 6 credits of MA work may be taken outside of the Communication Department, as approved by the student’s advisor and the instructor of the course. Courses should be selected based on the student’s overall academic interests and professional objectives, the compatibility of the courses with the study of communication, and the usefulness of the courses toward completion of the thesis or project. Examples include courses in American Studies, Education, English/Journalism or Professional Writing, Management, Marketing, New Media (RA/TL/FM), Politics, etc.

Students may take 300-level courses for 400-level credit with advisor and instructor approval, with the agreement that students will not take more than 6 total credits at this level, and that these experiences will include additional graduate-level readings, research, and outcomes.

Thesis or Project Capstone Experience
Finally, all students who wish to complete the Master of Arts degree must take six credits of thesis- or project-related work

- CO 560 Thesis Proposal Seminar (3 credits)
- CO 561 Thesis Research (3 credits)
- CO 562 Continuing Thesis Research (3 credits, may register for up to 5 years from date of admittance, after which time thesis must be complete)

CO 560, Thesis Proposal Seminar, is structured as a course. CO 561, Thesis Research, operates as an independent study experience under the supervision of a faculty advisor and the secondary supervision of two additional faculty readers. Each thesis should have three readers. It is expected that the advisor and at least one of the other readers should be faculty members who have taught the student, and the third reader can be chosen from among the remaining department faculty (with permission, the third reader may be selected from among faculty who taught the student in a course outside the department). The thesis will be orally presented to the faculty.

-OR-

- CO 570 Project Proposal Seminar (3 credits)
- CO 571 Independent Project (3 credits)
- CO 572 Continuing Independent Project (3 credits, may register for up to 5 years from date of admittance, after which time project must be complete)
CO 570, Project Proposal Seminar is structured as a course and taught concurrently with CO 560 (i.e., all students who have completed their coursework take CO 560 and CO 570 together as they work to develop their thesis or project). CO 571, Independent Project, operates as an independent study experience under the supervision of a faculty advisor and the secondary supervision of two additional faculty reviewers. Each project should have three reviewers. It is expected that the advisor and at least one of the other reviewers should be faculty members who have taught the student, and the third reviewer can be chosen from among the remaining department faculty (with permission, the third reviewer may be selected from among faculty who taught the student in a course outside the department). Projects should have some kind of public presentation or impact.

In sum, this course selection and curriculum structure represent the range of courses and structure that would be present in any communication program at the postgraduate level, with particular attention to the interests expressed in market research, the interests of the faculty, and the mission of the University.

Program Format:

Delivery Models:
- The foundational courses will all be taught in the 14-week, 2 hr/week (28 contact hour) format in order to allow for sufficient time to explore the foundational material necessary to proceed effectively in the program.
- The remaining courses will be taught in whatever format the individual faculty instructor believes is appropriate:
  - Traditional: 14-week/2.5 hours per week format (35-hours)
  - Accelerated: 7-week/5 hours every other week format (35-hours)
  - Intensive: Saturdays (7 5-hour meetings spread over 7 or 14 weeks, or 5 Saturdays for 7 hours each; 35-hours)
  - Summer: 7-week accelerated (35-hours)
  - Online or Hybrid formats for any of the above schedules

Program Completion Models
- Full-time students would be expected to take 3 courses each regular semester (summer optional) and to complete the program in 2 years.
- Part-time students who take 2 courses each semester and 1 each summer should be able to complete the program in 2 ½ years.
- Fairfield University employees, who may choose to take 1 class each regular semester and 1 class each summer should be able to complete the program in 4 years.
- Part-time students who move at a slower pace, including Fairfield University employees, will be expected to complete the program in no more than 5 years, after which time the coursework begins to expire.

**Transfer of Coursework from other Universities and Portfolio Credit:**
- Unless taken in another accredited MA in Communication program, transfer credit up to 6 credits will be considered toward the “Allied and Applied” category.
- Portfolio assessment based on prior professional experience will be subject to similar review as the thesis/project. If approved, up to 6 credits will be considered to count toward the “Allied and Applied” category.

**Award of the Master of Arts Degree:**

The Master of Arts degree in Communication will be conferred by Fairfield University under the auspices of the Communication Department in the College of Arts & Sciences.

**Course descriptions:**

The current proposed program is based on some of the courses from the cohort master’s degree program with updating and renumbering. New courses are also proposed. Syllabi for all of these courses have not yet been developed; descriptions of existing courses and courses to be developed are offered below. All new course approvals would, of course, go through the normal CAS review process. The courses that were selected were those deemed most relevant to a general communication curriculum. Syllabi for existing courses, and some proposed syllabi, are included in Appendix B. Courses designated with an asterisk (*) are courses that will be developed as the program progresses. Again, all such courses would be approved through the normal CAS review process.

**CO 400 Communication Philosophies, Theories and Research Traditions***

This class is designed to provide an introduction for the graduate student to the diverse and voluminous research in the area of human communication. As such, it covers an extremely wide range of intellectual, scientific, and historical material. It is a survey course, but we will deal with selected areas in depth. This course will not only introduce the areas of human communication theory and research, but it will also introduce the process of theorizing and thinking about communication. Therefore, the nature of theory, research, and intellectual inquiry is an important part of this course. (3 credits)
CO 410 Perspectives & Theories in Organizational Communication
A critical analysis of theories that explain human communication. Perspectives from the arts, sciences, and technologies are examined. A constitutive approach is developed from multi-disciplined research streams including, for example, rhetoric, information science, psychology, semiotics, anthropology, and critical studies. (3 credits)

CO 420 Communication Research Design and Methodologies
A detailed review of research methods and procedures relevant to measuring the phenomena and characteristics of human communication behavior in a variety of contexts and relationships. Quantitative, qualitative, and critical approaches are reviewed and practiced in course projects. Applications of research methods to describing and evaluating communication are studied. (3 credits)

CO 430 Written Communication
Explores how written communication by its very nature is drastically different from verbal and other nonverbal forms of communication. Considers the effect a printable form of communication has on the message, the sender and receiver, and the potential legal issues associated with written communication. This course focuses on the impact of written messages for intrapersonal, interpersonal, small group, organizational, intercultural, and mass media communication. Examines the historical transformation in content, style, and perception from letters, memos, and notes to the evolving electronic formats for written communication including: e-mails, blogs, chat rooms, e-networking/e-cultures, wikis, etc. (3 credits)

CO 440 Ethics and Communication
Coursework includes a comprehensive overview of the development of ethics from ancient to contemporary thought and practices. Emphasis is placed on the ethical agenda, problems, and responsibilities of contemporary organizations in diverse cultures. Case studies and student research focus on contemporary issues in the ethical communicative performance. The relationship between Jesuit philosophy and applied communication work in organizations is also explored. (3 credits)

CO 498/499 Communication Practicum*
The student completes a semester-long internship or other kind of placement in a local, national, or international setting. The student conducts the practicum under the direction of a faculty advisor. The project should be directly related to the completion of the thesis or project. (1-3 credits)
**CO 500  Interpersonal Communication**
This course is a critical examination of the major theories of interpersonal communication and an exploration of interpersonal communication research in relational and organizational contexts. Student projects will use social science research methods to examine factors influencing interpersonal communication such as language, perception, nonverbal behavior, power, status, and gender roles. (3 credits)

**CO 501  Rhetorical Theory and Cultural Criticism***
The most ancient roots of communication theory and research are found in the writings of the Greeks on rhetoric: the art/science of persuasion. This class begins by examining the Greek perspectives on rhetoric (the Sophists, Plato, Aristotle), moving to the Roman orators (e.g., Cicero). In the Christian era, rhetoric was often turned toward religious purposes. We examine the teaching of rhetoric in medieval and Renaissance universities, and then early American traditions of rhetoric, which were similarly focused on religious communication. Finally, modern theories of rhetoric are examined (e.g., Kenneth Burke), focusing on questions of metaphor, dramatistic conceptions of rhetoric, and mediated communication as rhetoric. (3 credits)

**CO 502  Small Group and Team Communication**
This course is a study of the communication dimensions and dynamics of small groups, teams, and networks of organizational actors. Coursework and projects focus on interpersonal processes and structures for tasking and relating effectively in organizational settings. The special characteristics of virtual team and technology-enhanced decision-making work are investigated. (3 credits)

**CO 522  Communication and Organizational Leadership**
This course focuses on the communication behaviors that constitute leadership. Models explore interpersonal influence, power in organizations, leading decision-making teams and task-oriented groups, and developing situational leadership skills. Early and contemporary research perspectives on leadership are reviewed and critically analyzed. Student projects include case studies and reviews of role-model leaders. (3 credits)

**CO 524  Negotiation & Conflict Management: Communication Approaches**
This course explores a selection of conflict situations with particular emphasis on organizational and community settings. Theoretical exploration focuses on the nature of conflict, and negotiation and dialogue as communication processes. The course privileges win-win and dialogic approaches and
provides experiential learning in simulations in which teams of students negotiate detailed and practicable outcomes for resolving contemporary organizational and societal problems. (3 credits)

CO 526 Consulting & Problem-Solving
This course focuses on the ways communication science may be used to solve organizational problems and accomplish organizational agendas. A survey of organizational issues provides the context for perceiving opportunities and requirements for internal and external consulting. Special attention is devoted to the consultant’s role in addressing both the presenting technical problem and the contextual organizational management situation. The course provides experiential learning in which teams of student consultants develop and present proposals responsive to the needs of the client. A comparison of consulting in for-profit and non-profit settings is included. (3 credits)

CO 528 Professional Rhetoric and Presentations
This course focuses on developing and practicing written and oral presentations for professional settings. Coursework includes reviewing strategies and tactics for enhancing interpersonal and social influence through the development of sound reasoning skills, audience analysis techniques, use of source materials, effective extemporaneous delivery, and the appropriate use of technological support within the organizational setting. Additional applications are considered for scholarly, scientific, policy, and public arenas. The course requires the preparation, practice and critical assessment of several written and oral presentations. (3 credits)

CO 530 Mass Communication Theory and Media Analysis*
The purpose of this course is to provide an overview of the influence of mass media on and in societies. In this course, we will begin by examining social theories that formed the basis for the emerging discipline of mass communication research around the turn of the century. Then, we trace the evolution of mass media research across four dominant paradigms: hypodermic needle, limited effects, return to powerful effects, and negotiated meaning/social construction models. Finally, media effects on social institutions are assessed. (3 credits)

CO 531 Critical/Cultural Studies and Communication*
An important alternative to the dominant US social scientific view of the media is found in the critical/cultural studies tradition. This course examines the major approaches to the intersections of media, culture and power. A variety of approaches are considered, beginning with Marxist and neo-Marxist views of the relationship between class, culture and the reproduction of ideology; moving to the views of the British cultural studies school, and concluding with
discussions of issues such as cultural hegemony, contemporary media practices in the ideological sphere, and the “propaganda” model of US mass communication. (3 credits)

**CO 535 Globalization, Communication, and Culture**
Globalization has produced the increased flow of goods, capital, people, knowledge, images, crime, pollutants, drugs, fashion, viruses, and beliefs across territorial and ideological boundaries of all kinds. This course is focused on organizational communication in a global economic environment and helps students prepare for cross-cultural management issues, decision-making for multinational organizational effectiveness, and a consideration of global economic and labor issues. (3 credits)

**CO 540 Intercultural Communication**
This course examines the relationship between communication behavior and cultural factors such as nationality, ethnicity, race, gender, class, sexuality, and religion. We will focus on cross-cultural sense-making, relationships, problem-solving, and organizing with particular application to business, education, and health care encounters. The course reviews the social science research of variations in normative communication behavior, as well as the theoretical approaches to understanding the relationship between worldview/cultural values and preferred communication practices. Examples will be used from a variety of nations, as well as those within the diverse cultural landscape of contemporary United States. (3 credits)

**CO 541 International Communication**
This course provides an exploration of the geopolitical forces that shape the flows of media messages worldwide, as well as an overview of the economic and regulatory structure of media industries worldwide. It surveys theoretical perspectives that attempt to explain the ways in which different institutional frameworks affect mass communication within and across regional borders. In this sense, the course is designed to offer students opportunities to discover a comprehensive picture of common and interdependent processes underlying the individual development of media industries in each region. Students also learn about emerging market and research trends concerning international media. Issues related to free flow of messages, social responsibility, universal access, intellectual commons, participatory communication, developmental communication, and cultural diversity in the global exchange of media messages are addressed through discussion of current, real-life cases, as well as through design and execution of an original research project. (3 credits)

**CO 542 Communication Technologies**
Understanding communication technology is an essential part of understanding all forms of communication. This course examines various
approaches to understanding communication technologies. The course reviews the development of various communication technologies, including printing, telecommunication (telephone and telegraph), mass media and computer-mediated communication. Various theories of technology are examined, including technological determinism, social construction of technology, and user-interface theories.

**CO 543  The Information Society**
What are the distinctive historical elements of what many commentators have come to term “the information age”? In this course, students will explore the dialectical dynamics among actors, technologies, and institutions that determine distribution and uses of information in society. This course surveys phenomena, trends, and theories related to emerging information and communication technologies (ICTs). Through a combination of theoretical and practical enquiries that emphasize historical, ethical and critical thinking, the course introduces participants to academic and non-academic perspectives on new media. (3 credits)

**CO 548  Health Communication**
Communicating to people about health has become one of the most active areas of communication research and practice. This course focuses on the theory and practice of communication in health settings. Topics covered include doctor-patient communication, health campaigns, effects of media on health, intercultural issues in health communication and risk communication in relation to health practices. (3 credits)

**CO 550  Communication and Social Justice**
Problems of hunger, disease, poverty, and inequality persist in today’s world. Despite enormous advances in global productivity, much of the world’s population lives well below the poverty level. This class examines how communication plays a role in maintaining and constructing social injustice, and how communication can play a role in redressing these problems. The intersection of communication and social justice will be examined in a variety of communication contexts: interpersonal, organizational, social and cultural. Topics to be addressed include gender inequality, racial/ethnic discrimination, unequal distribution and consumption of global resources, and the role of communication and globalization in war and regional conflict.

**CO 559  Topics in Communication Research**
This course is taught when a particular faculty member has a compelling proposal for a topic that has been approved by the department. Preference will be given to topics related to contemporary issues or to a current faculty research project.
CO 560/570   Thesis/Project Proposal Seminar  
This seminar focuses on the research projects students have selected for their thesis projects. The course uses weekly presentations to support student progress on literature reviews, rationale writing, and research design. The course culminates with a thesis proposal. (3 credits)

CO 561   Thesis Research  
Students register for thesis credits and work independently and under the supervision of their faculty advisor/research mentor on project implementation, data collection and analysis, and writing. A thesis ready to be submitted to three readers is the culminating project. (3 credits)

CO 562   Continuing Thesis Research

CO 571   Independent Project*  
Students register for project credits and work independently and under the supervision of their faculty advisor/research mentor on project implementation. A project ready to be submitted to three readers is the culminating project. (3 credits)

CO 572   Continuing Project*  

NOTE: A matrix showing how students with different career goals and academic interests might progress through their program is shown in Appendix D. The table is meant to be suggestive; students will develop their own curriculum in close consultation with their faculty advisor.

Administrative Structure & Governance

The Master of Arts degree program in Communication would be governed by the Department of Communication, within the College of Arts and Sciences. Administrative structure and governance procedures for the program are shared by the Communication Department and the College of Arts & Sciences, with appropriate collaboration with the Offices of Graduate Admissions, Marketing of Graduate and Continuing Education Programs, and Office of Enrollment Management.

The administrative structure (including chain of command) and governance procedures of the Master of Arts degree program in Communication is as follows:

Role of Communication Department and Faculty:

Faculty selection and supervision, curriculum oversight, and student advising are directed by the Communication Department of the College of Arts & Sciences. This
recognizes that disciplinary expertise resides among the faculty of the department, who are the only ones charged with curriculum and course design, faculty recruitment and hiring (though funds to hire are generated through the program and permission to hire is granted by the Dean and AVP), and oversight of faculty performance. Further, only the faculty teaching in the program are empowered to assess student performance. Decisions related to the program are made according to established Communication Department procedures and norms. The Communication Department Chair (or appointed representative) serves as the Graduate Program Director. The Communication Department operates under the supervision of the Dean of the College of Arts & Sciences and in consultation with the appropriate committees of the faculty of the College and the University.

**Role of the College of Arts & Sciences:**

CAS will provide some administrative support to the Master of Arts degree program in Communication. As the program develops, the budget foresees devoting some funds to the Dean’s office to assist in managing the administration of the program at the College level. The Dean of CAS must approve revenue-sharing models and be apprised of all program details and outcomes through regular reports from the Department Chair and the Communication Department annual reporting processes. The CAS Dean consults on any major decisions related to program revenues and must approve any permanent faculty lines, including full consultation during recruiting and all hiring privileges afforded the office. The Dean should also monitor the percentage of tenure-track faculty time devoted to the program. The Dean of the CAS reports to the Academic Vice President related to any programs and activities of the Communication Department.

**Role of the Offices of Graduate Admissions and Enrollment Management:**

Receipt of eligibility documents (e.g., undergraduate transcripts) and other admissions functions are managed by the Office of Graduate Admissions (OGA). The OGA facilitates the process of accepting students into the Master of Arts degree program in Communication as they would for other graduate programs at the University. The OGA, under the direction of the Associate Vice President for Enrollment Management, will continue to oversee the marketing research process and will participate in the development of financial models for the program. The Associate Vice President for Enrollment Management reports to the Academic Vice President on matters related to market research, graduate enrollments, and program outcomes.
As proposed, the College of Arts and Sciences would provide administrative and academic support while faculty supervision and curriculum oversight are directed by the Department of Communication. This involves the use of employee resources from both units in that CAS staff assume certain responsibilities and the Communication Department chair, Graduate Program Director and faculty members assume others. This administrative and academic support ensures ease of registration, access to the library, Stagweb, the University bookstore, and other campus services, as well as advising, teaching, thesis mentoring, and other academic services.

In 2004, University College provided funds to hire a full-time Visiting Assistant Professor under the supervision of the Communication Department in order to assist with the teaching and advising of students in the program (Dr. Michael Pagano). The Visiting Professor’s teaching load is shared between the Communication Department undergraduate program and the corporate cohort program. The current proposal rests on the assumption that this line would be converted to a tenure-track line within the Department and CAS. The continuance of cohort programs would not necessarily be negatively affected by this move, though the Department, CAS and University College should continue to communicate about possible revenue- and resource-sharing models that could benefit all parties.

Because of the on-campus nature of the program, additional classroom or other space is required, and some additional University resources are expended. However, because these would be relatively minor (and used largely during non-peak hours), no major impact is expected that would not be overcome by revenues from the program. Necessary resources are available through the DiMenna-Nyselius Library’s electronic databases and through the Communication Department’s library acquisition process. The program has sufficient resources to administer the curriculum and assist students and faculty as needed and can use revenues generated by the program to enhance other needs as justified.

It is anticipated that more faculty lines will be required as the program matures. Based on the success of the program, we envision adding tenure-track lines in years 3 and 5 of the program (thus, approved to run searches in years 2 and 4). This would be contingent on actual enrollment in the program and meeting budget milestones. The Academic Vice President has given preliminary approval to this concept, which is reflected in the program budget (see below).

Faculty:

Full-time faculty who would be approved to teach in the graduate program from the College of Arts & Sciences are listed here, along with their respective areas of
expertise related to the Master of Arts degree program in Communication:

Robbin Crabtree, Ph.D., Professor, Communication Department
Intercultural communication, globalization, qualitative research methods, development communication, gender and communication

Gisela Gil-Egui, Ph.D., Assistant Professor, Communication Department
Communication technologies and policy, international NGOs, communication law and ethics, global telecommunications

David Gudelunas, Ph.D., Assistant Professor, Communication Department
Media studies, consumer and popular culture, critical/cultural studies

James Keenan, Ph.D., Professor, Communication Department
Organizational communication theory and research, leadership, negotiation, team and small group communication, management of communication capital, entrepreneurship

Lisa Newton, Ph.D., Professor, Philosophy Department; Director, Program in Applied Ethics
Communication and ethical theory (business ethics, media ethics, communication ethics in organizations, etc.)

Michael Pagano, Ph.D., Visiting Assistant Professor, Communication Department
Organizational communication theory and research, writing in organizations, strategic communication, health communication, small group and team communication

David Sapp, Ph.D., Associate Professor, English Department
Professional writing and presentations, scientific and technical communication, global business writing

David Schmidt, Ph.D., Professor, Management
Business and professional ethics

James Shanahan, Ph. D., Associate Professor & Chair, Communication Department
Cultivation Theory/Cultural Indicators, Communication and the Environment, Public Opinion, Communication Theory, Media Effects

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5 Faculty CVs are shown in Appendix A.
Margaret Wills, Ph.D., Associate Professor, Communication Department
Communication research methods, organizational communication theory

Qin Zhang, Ph.D., Assistant Professor, Communication Department
Intercultural communication, organizational communication, research methods, conflict management

Adjunct Faculty who have been approved to teach in the Certificate and/or Master of Arts degree program:

Maria Aggestam, Ph.D., Adjunct faculty, Communication Department
Management communication, globalization and organizations

Paul Maloney, Ph.D., Adjunct faculty, Communication Department
Management, leadership, consulting applications

Budget:

The proposed budget for the Master of Arts degree program in Communication is included in Appendix C. The spreadsheet documentation provides information on expected enrollment, revenues expected from expected enrollment, projected course offerings, projected full-time and part-time faculty expense, and an overview of expected revenue from the program.

A brief summary is offered here. Year 1 would begin with two course offerings in Spring ’09; the conversion of the faculty line and two adjunct salaries are the main expenses incurred. Marketing the program is the other main expense. Projected net revenues for year 1 would be -$99,350. Year 2 would see ten courses offered, with the converted line and 6 adjuncts comprising the main expense. Projected net revenues for Year 2 are $46,050. Year 3 would see 13 courses offered, with an additional tenure track line, and a reduced complement of adjuncts (4) covering the courses. Projected net revenues for Year 3 are $81,125. Year 4 would see the course offerings reach their maximum of 16, with additional adjuncts (7) being required. Projected net revenues would be $161,150. In the final year of the projection (Year 5), an additional faculty line would be added, and the number of adjuncts reduced to 2. Projected net revenues would be $181,900.

The main issue posed by this projection is the effect of the development of the graduate program on the undergraduate program. Year 1 would have minimal effect, with few additional adjuncts or overloads required. Years 2 and 4 pose a greater challenge, because of the additional adjuncts or overloads required (some teaching
in the undergrad program, and other in the graduate program). However, the benefit of obtaining full-time lines as the program progresses outweighs these risks. Further, the development of a full-time graduate program will benefit the undergraduate program, as the growing diversity of faculty will bring new and diverse offerings and perspectives to the undergraduate curriculum. Additional benefits include greater opportunities for current faculty to do research with graduate students, and the ability to attract new and productive faculty for whom opportunities to work with graduate students are essential.

**Projections for the Future**

We believe that a permanent Master of Arts degree program in Communication will produce positive results for the Department, the College, and the University. The need for the program is evident with the success of the cohorts. Market research and statistics discussed above show that there is a vibrant marketplace for the communication discipline.

**Assessment Plan**

Appendix E depicts the expected learning objectives across courses in the curriculum. While the intended learning objectives and outcomes are depicted in the appendix, all of the courses in the program assess students’ verbal and nonverbal communication skills, individual and group presentation skills, small group communication and teamwork, scholarly research skills, APA style academic writing, and critical thinking. These outcomes will be assessed by faculty in every course.

Future assessment efforts will include surveys of graduates regarding their abilities to apply what they learned, discussions among faculty regarding student progress toward major learning objectives, students’ ongoing satisfaction with the degree, tracking student course choice and course evaluations, and any changes in their professional goals and/or accomplishments.

Ongoing assessment of budget and resources will be included, as well as any contributions to the undergraduate program that are secondary outcomes. The program will undergo a 5-year review according to the procedures outlined by the Educational Planning Committee. Thus, assuming the program is approved in FY ’09, program review would occur in FY ’13.

**Conclusions**

Beyond the impact on the students in the program, the success of the program to will bring a heightened appreciation of all that Fairfield University has to offer to the communities it serves. In addition, the Master of Arts degree program in
Communication will generate new revenues for Fairfield University, attract new students, and manifest some of the objectives of the University Strategic Plan.
Appendices

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APPENDIX A
Faculty CVs

Curriculum Vitae

Maria Aggestam, Ph.D.

Fairfield University (Office)
Fairfield, CT 06430, USA

1027 High Street (Home)
Fairfield, Ct 06824, USA
203-696-0223

Lund University (Office)
P.O. Box 7080
S-220 07 Lund, Sweden

Email: maria.aggestam@fek.lu.se
maggestam@stagweb.fairfield.edu
mariaaggestam@hotmail.com

Education

Post –graduate:

Degree of Doctor of Economy, from Academy of Management and Entrepreneurship 2002
M.Sc. degree in Maritime Transport, from University of Gdansk, 1973

Awards:
2004, Awarded Sobey PhD Bursary valued $250, SCOS, Halifax,
2002, Best paper award, International Communication Association

Research grants:
2006 Scholarship 5 300SK from the Foundation “Per Westling Minnesfond”.
2006 Scholarship 1 900SK from the Foundation “Carl Swartz Minnesfond”.
2004 Scholarship 3 985SK from ”Stiftelsen för Främjande av Ekonomisk Forskning”, Lunds Universitet.
2003 Scholarship, 8 100SK from the Foundation “Knut och Alice Wallenberg Stiftelse”
2002 Scholarship 3 000SK from the Foundation “Knut och Alice Wallenberg Stiftelse”
2002 Scholarship 7 000SK from Department of Business Administration, Lund University
2001 Scholarship, 10 000SK from Stiftelsen “Anna Nilsson fond”
2001 Scholarship, 6 500SK from Stiftelsen “Anna Nilsson fond”
2001 Travel scholarship, 4 750SK from Svenska Institutet
2000 Research fund, 20 000SK from “Ruben Raising Fond”
2000 Travel scholarship, 2 500SK from “Stiftelsen Landshövding Per Westling minnesfond”.
1999 Research fund, 8 000SK from Kungliga Humanistiska Vetenskapssamfundet i Lund.
1999 Research funds, 40 000SK Svenska Institutet
1999 Scholarship, 5 500SK from “Landshövding Per Westlings Stiftelse”.
1999 Scholarship, 2 000Sk from “Stiftelsen Carl Swartz minnesfond”.
1998 Research funds, 45 000 SK from Centre for European Studies
1997 Scholarship, 1 361SK from Department of Business Administration Unspecified fond.
1996 Research fund, 10 000SK from “Crafoordska Stiftelsen”
1995 Travel scholarship, 7 108SK FUN, Lund University
1995 Research fund, 154 360 SK from ”Tore Browaldhs Stiftelsen”, Handelsbanken
1994 Research fund, 146 360 SK from “Tore Browaldhs Stiftelsen”, Handelsbanken
1994 Travel scholarship, 8 000SK from the Foundation Stiftelsen för Främjande av Ekonomisk Forskning, Lund University
1994 Scholarship, 10 850SK from FUN, Lund University
1993 Research fund, 15 000SK from the foundation “Ruben Raising Fond”

Publications:

Academic articles:


2000 Maria Aggestam “Capital Groups in Poland”, Corporate Governance, Vol. 8 No. 1 January, pp. 86-89.

Books:


Contributions to books:


Conference papers:


2004. Maria Aggestam, “Entrepreneuring as Sensemaking, Sensemaking as Entrepreneuring” Presented at SCOS conference, Halifax, Canada


**Manuscripts in Preparation:**

Book: International Communication”- Publisher

Chapter in book “Health Communication”

Articles in second –review turn:

Corporate Governance Journal. International Review: Understanding Polish Capital Groups: Governance as Empowerment

Case Studies in Ethics and Communication

**Journal and Publisher Review Work:**

Present Reviewer Engagement:

Academy of Management yearly conference papers
International Communication Association annually conference papers
Journal of Corporate Governance, International Review

**Research:**

Research/Teaching Interest

Ethics and Organizational Communication
International Communication
Contemporary Topics in Global Communication
Leadership Communication
Virtual Communication
Network Analysis
Gender in Communication
Ethics and Communication
Communication in Corporate Governance
Organizational Culture
Methods of Communication Studies
Case Studies
Master Degree
Distance Education

**Academic Teaching:**

Graduate and Undergraduate Courses

541,8 LT (LT= X 3 hours), Lund University
Fairfield University: Graduate Level; two courses fall 2004 and two courses spring 2005: International Communication; Topics in International Communication; Ethics and Communication. Spring, 2006 two courses in Ethic and Organizational Communication. Institut D’Administration des Entreprises- Universite Paul Cezanne- Aix-Marseille III, France. Course. Top management Communication. (2006-November)

**Assignments:**

Research seminar at University of Oregon, February 12 1999
SPIME programme (Synergy in Management and Economics), member of research team with prof T. Dandridge, B. Johannisson and S. Kwiatkowski. Maria contributed with 3 cases studies- 1996-1997

**Membership of research association:**

AM – Academy of Management
ICA- International Communication Association
SCOS- Standing Conference on Organizational Symbolism
NFF Academy of Nordic Business Administration
RENT- Research in Entrepreneurship

Languages

Swedish
English
Polish
ROBBIN D. CRABTREE

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Fairfield University
1073 North Benson Road, DMH 130
Fairfield, CT 06824-5195

home: 203 256 0025
office: 203 254 4000, ext. 3263
fax: 203 254 4131
rcrabtree@mail.fairfield.edu

EDUCATION

Ph.D. University of Minnesota, 1992 - Speech Communication (supporting program in Latin American Studies)
M.A. University of Minnesota, 1986 - Speech Communication (supporting program in Film Studies)
B.A. University of California, Santa Barbara, 1982 - Communication (magna cum laude)

ADMINISTRATIVE EXPERIENCE

Director, Office for Service Learning, Center for Faith and Public Life, Fairfield University, June 2006 - present
Chair of the Faculty, College of Arts & Sciences, Fairfield University, Fairfield, CT, September 2003 - May 2006
Chair, Department of Communication, Fairfield University, Fairfield, CT, September 2001 - August 2007
Board of Directors, Bridges to Community, Inc., Chappaqua, NY, January 2003 - present
Board of Directors, Coloniais Development Council, Las Cruces, NM, September 2000 - May 2001
Board of Directors, La Piñon Sexual Trauma Crisis & Recovery Services, Las Cruces, NM, May 1997 - July 1999

EMPLOYMENT HISTORY

Professor, Department of Communication, Fairfield University, Fairfield, CT
July 2004 - present
Associate Professor, Department of Communication, Fairfield University, Fairfield, CT
August 2001 - June 2004
Associate Professor, Department of Communication Studies, New Mexico State University, Las Cruces, NM, July 1999 - July 2001
Visiting Associate Professor, Department of English & Communication, St. Louis University, Madrid, Spain, August 1999 - May 2000
Visiting Associate Professor, MA-TESOL Program, Universidade do Sul-Santa Catarina, Tubarão, Brazil. June 1999 - July 1999
Assistant Professor, Department of Communication Studies, New Mexico State University, Las Cruces, NM, August 1993 - June 1999
Assistant Professor, Department of Communication Arts and Sciences, DePauw University, Greencastle, IN, January 1991 - July 1993
Graduate Teaching Associate, Department of Speech Communication, University of Minnesota, Twin Cities, September 1984 - December 1990
Assistant to the Director of Endowment & Planned Giving, United Way of Santa Barbara County, 1982 – 1984
HONORS AND AWARDS

“Teacher of the Year” Award, Alpha Sigma Nu (Jesuit honor society), Fairfield University, 2007
Merit Award, Top Article in Technical & Scientific Communication, Society for Technical Communication, 2005
Cecilia Konchar Farr Award, Best Feminist Essay, Rocky Mountain Modern Languages Association, 2002
Globe Award for Internationalization of Teaching, Research and Service, New Mexico State University, 1999
Board of Directors’ Service Award, La Piñon Sexual Assault Recovery & Crisis Center, Las Cruces, NM, 1998
Top Four Paper in Language Behavior, Western States Communication Association, 1997
“Advocate of the Year,” La Piñon Sexual Trauma Recovery & Crisis Center, Las Cruces, NM, 1996
Top Two Paper in Development Communication, International Communication Association, 1993
Outstanding Faculty Coordinator Volunteer Award, DePauw University, 1993
Honorable Mention, Harwood Dissertation of the Year Award, Broadcast Education Association, 1992

GRANTS / FUNDED RESEARCH PROJECTS

Latin American and Caribbean Studies Program Grant ($200), Fairfield University, 2003
Humanities Institute Grant ($5230), Fairfield University for “Beyond Retaliation: Media Propaganda, Terrorism, and the Public Interest since 9/11,” 2002
Fairfield University Summer Research Stipend ($3500), “Intercultural Communication & TESOL,” 2002
New Mexico Endowment for the Humanities ($5250), New Mexico State University Women’s Studies Program
“Burials on the Border Conference,” Grant Contributor and Program Planner, 1999
Latin American Studies Grants ($1,120), New Mexico State University, 1994, 1996-7, 2000
Center for Latin American Studies Curriculum Development Grant ($400), New Mexico State University, 1998
New Mexico Department of Health ($7,000 & 24,011), Research on Hantavirus Education, 1995 & 1997

Center for International Programs Research Grants ($1,700), New Mexico SU, Research in Nicaragua, 1997-98

NMSU Center for International Programs Mexico Small Grant ($1,100), Education & Research in Juarez, 1997

New Mexico Department of Health ($15,478), Video Production and Evaluation, 1996

El Paso Community Fund ($1,170), Hantavirus Education Project, 1996

New Mexico Eminent Scholars Program ($600), to bring Dr. Everett M. Rogers to NMSU, 1995

New Mexico State University Mini-Grant ($2,750), Research on Commercial Television in India, 1994-95

DePauw University Faculty Development Grant ($1500), Research in Nicaragua and El Salvador, 1992

**PUBLICATIONS**

**Books & Chapters**


**Journal Articles**


**Other Publications (Government Reports, Book Reviews, Short Articles, Non-Refereed Essays)**


MANUSCRIPTS UNDER REVIEW / RESEARCH IN PREPARATION


PRESENTATIONS AT PROFESSIONAL MEETINGS


“Negotiating an Ethical Learning Environment for Teaching Communication in Brazil, China, and Spain” (with D. Sapp). Annual Meeting of the National Communication Association, Chicago, November 2004.


“Gender, Nation and Culture in India: Reflections on Satellite TV and Cultural Hegemony” (with S. Malhotra). Annual Meeting of the National Communication Association, Seattle, November 2000. This paper was awarded Top Three in Mass Communication.


“Communicating like a Deadhead: A Cultural Analysis of Place Formulations” (with N. Dollar & E. Morgan). Annual Meeting of the Western States Communication Association, Monterey, CA, February 1997. This paper was awarded Top Four in Language Behavior.


“Cultural Imperialism and Feminism: Strange Bedfellows or Dangerous Liaisons?” New Mexico Women’s Studies Conference in Las Vegas, NM, March 1995.


“Global and Non-Western Perspectives in Media Studies.” Consortium for Inter-Institutional Collaboration in African and Latin American Studies, DePauw University, Greencastle, IN, April 1992.

“Using the Intercultural Communication Literature to Inform and Improve Research Done Cross-Culturally, or How to do Viable Research in a Place like Nicaragua and Live to Tell about it.” Annual Meeting of the Speech Communication Association, Chicago, November 1990.


CHAIR / RESPONDENT FOR PANELS AT PROFESSIONAL MEETINGS


Chair and Organizer, “Diversity at the Top: Mentoring Women and Minorities into Upper-Administration in Higher Education.” Feminist/Women’s Studies Division, National Communication Association, Boston, November 2005.


Chair, Competitive Papers on Media Communication Outside the Mainstream, Mass Communication Division, National Communication Association, Miami, November 2003.


Organizer, Panel of Community Agencies for New Mexico State University’s Women’s Studies Conference, “Burials on the Border,” Las Cruces, September 1999.


Chair and Organizer, “Feminism(s) and Criticisms(s) in Film, Soap Opera, and Advertising.” National Communication Association, New York, November 1998.

Chair and Organizer, “The University-Community Collaboration in Women’s Services.” New Mexico Women’s Studies Conference, Las Cruces, NM, March 1998.


INVITED PRESENTATIONS, WORKSHOPS, COLLOQUIA, AND LECTURES

“Academic Service Learning: Design and Assessment Issues for ESL/TESOL.” Workshop for visiting faculty from Oman and United Arab Emirates, Yale University, New Haven, CT, July 2007.

“Academic Service Learning: Considerations for Institutionalization.” Presentation to the faculty of the University of New Haven, New Haven, CT, March 2007.

“Institutionalization of Service Learning.” Presentation to community service and service learning coordinators of Connecticut Campus Compact, February 2007.

“Assessment of Service Learning and Internships.” Presentation to the faculty of Fairfield University, May 2006.

“Media Images of Women in Sports.” Panel presentation at “The Culture of Sports and Sports in our Culture” program during Women’s History Month Celebration, Fairfield University, March 2005.

“Sex and the City as Feminist Text?: An Introduction to Feminist Media Criticism.” Guest lecture for Women’s Studies Capstone, Fairfield University, March 2004.

“Crossing Borders in Applied Communication Research: An Inter-Institutional and Inter-Disciplinary Collaboration in Community-Based Health Education in the U.S.-Mexico Borderlands.” Invited lecture, Communication Department, Western Washington University, March 2004.

“Crossing Borders in Applied Communication Research: An Inter-Institutional and Inter-Disciplinary Collaboration in Community-Based Health Education in the U.S.-Mexico Borderlands.” Invited lecture, Communication Studies Department, California State University-Northridge, March 2004.


“The Media & the War.” Presentation at the Teach-In on the War with Iraq, Fairfield University, April 2003.

“The Role of the Media in Gender Identity and Gender Role Stereotyping: Theory & Research.” Guest lecture for Women’s Studies Capstone, Fairfield University, March 2003.


“Political, Cultural, and Ethical Dilemmas in Qualitative Research.” Guest lecture for Qualitative Research in Composition, Department of English, New Mexico State University, September 2000.

Introduction of Gloria Steinem, New Mexico State University Women’s Studies Colloquium, New Mexico State University Speakers Series, March 1999.

“He Said, She Said: Gender, Communication, and Power.” Presentation for the Women’s Residence Hall, New Mexico State University, March 1999.


“Teaching as Social Action.” Invited speaker at Spring Lecture Series, “The University, Its Community, Its Future,” sponsored by the New Mexico State University English Department, April 1997.

“Interviewing for Outcomes Assessment.” Workshop presentation to the Student Services Divisions of New Mexico State University, September 1996.

“What is Feminism to Me?” Invited speaker for International Women’s Week panel organized by the Women’s Studies Student Organization, March 1996.

“Uniting Teaching, Research and Service.” Faculty seminar for the Center for Instructional Development, New Mexico State University, March 1996.


“Class, Gender and the Commercialization of Television in India: Observations from a Middle-Class White American Woman.” New Mexico State University Women’s Studies Colloquium, September 1995.

“Cultural Sensitivity of the Interviewer.” Presentation to the Summer Faculty Institute for Math and Sciences in Elementary Education, Las Cruces, NM, July 1995.

“Political Dilemmas in Research: Stories from Three ‘Enemy States’.” Presentation for the Library Colloquium Series, New Mexico State University, Spring 1995.


**MEDIA PRODUCTION AND RELATED EXPERIENCE**


Documentary produced by filmmakers Jamie A. Lee and Adela C. Licona about poor women’s resistance and empowerment related to living on the U.S.-Mexico border.


Feedback on first cut of film about Indian call centers being produced by Aradhana Seth.

Filmography available at: [http://www.imdb.com/name/nm0786006/](http://www.imdb.com/name/nm0786006/)

Competition Judge, Annual Student Film and Television Society Competition, Madrid, Spain (2000)


Conceptualized, wrote, and oversaw production of two 7-minute health education videos produced in the Department of Agricultural Communications at New Mexico State University; funded by CDC, NMDOH.


Produced a 30-minute documentary about obesity, anorexia nervosa, and bulimia nervosa for use by the DePauw University’s Department of Psychology, Fitness & Wellness Program, and Student Affairs.


EDITORIAL BOARDS FOR JOURNALS / REVIEW WORK

Editorial Board, Non-Serial Publications, National Communication Association, 2006 - present  
Editorial Board, *Journal of International and Intercultural Communication*, 2006 - present  
Editorial Board, *Communication Reports*, 2002 - present  
Advisory Board, *Global Media Journal*, 2002 - present  
Scholars & Experts, *Global Media Monitor*, 2002 - present  
English as a Second Language (ESL) Consultant, St. Martin’s Press, 2000 - present  
Ad Hoc Reviewer, *Communication Reports*, 2002 - present  
Ad Hoc Reviewer, *Communication Studies*, 1998  
Ad Hoc Reviewer, *Communication Quarterly*, 1997  
Textbook Reviewer, Arnold division of Oxford University Press, 2003 - 2004  
Textbook Reviewer, Roxbury Press, 2003  
Textbook Reviewer, Addison Wesley Longman Press, 2000  

SERVICE AS EXTERNAL REVIEWER FOR PROMOTION & TENURE
Promotion Review, Purdue University Calumet, 2007
Promotion Review, Western Michigan University, 2007
Tenure Review, University of San Francisco, 2006
Tenure Review, University of San Francisco, 2004
Tenure Review, California State University-Stanislaus, 2001

MEMBERSHIP IN / SERVICE TO PROFESSIONAL ORGANIZATIONS

Association for Education in Journalism and Mass Communication
  Paper Reviewer, International Communication Division, 1996
  Paper Reviewer, Magazine Division, 1997

International Communication Association

National Communication Association
  Nominating Committee, Feminist/Women Studies Division, 2006-2008
  Legislative Representative, Feminist/Women Studies Division, 2005-2007
  Chair, Feminist / Women Studies Division, 2006
  Vice Chair, Feminist / Women Studies Division, 2005
  Liaison Committee, Feminist / Women Studies Division, 2001 - 2003
  Nominating Committee, Mass Communication Division, 1999
  Research Committee, Mass Communication Division, 1996 - 1998 (Chair, 1998)
  Paper Reviewer, Feminist & Women’s Studies Division, 2002 - 2004

National Women’s Studies Association

Western States Communication Association
  Paper Reviewer, International and Intercultural Communication Division, 1995 - 1996

PROFESSIONAL DEVELOPMENT, SHORT COURSES AND WORKSHOPS

Washington Center Summer Institute for Learning Communities, 2007
AJCU Professional Leadership Seminar, Loyola University-Chicago, 2006
Campus Compact Professional Development Institute, Providence, RI, 2006
Bryn Mawr/HERS Mid-America Summer Institute for Women in Higher Education Administration, 2005
Conference on International Service Learning, Marquette University, March 2003.
National Communication Association, Teaching the Course in Family Communication, 1997
National Communication Association, Teaching the Course in Television Criticism, 1989
GRADUATE AND HONORS THESIS ADVISING / COMMITTEE WORK

Graduate Student Theses Directed


Graduate Student Theses Committees

Department of Communication 27
Masters Committees in Other Departments 8
Doctoral Committees in Other Departments 3

Undergraduate Honors Theses Directed


Fulbright Applications Advised

Elizabeth Blake, Canada, Fairfield University, 2007, Awarded
Vivian Rodriguez, Thailand, Fairfield University, 2006, Awarded
Melody Serafino, Senegal, Fairfield University, 2005, Recommended
Andrea Vanacore, Spain, Fairfield University, 2005, Recommended
COURSES TAUGHT

Fairfield University

Department of Communication - graduate
  International and Intercultural Communication

Department of Communication - undergraduate
  Argument & Advocacy
  History of Mass Communication (cross-listed with American Studies Program)
  Women & Mass Media (cross-listed with Women’s Studies Program)
  Globalization, Media, & Culture (cross-listed with International Studies Program)

  Intercultural Communication (cross-listed with International Studies Program)
  Family Communication

Honors Program
  Seminar in Interdisciplinary Inquiry: Globalization & Resistance

New Mexico State University

Department of Communication Studies
  Communication and Social Change (graduate)
  Globalization, Communication, & Culture (graduate)
  Qualitative Research Methods (graduate)
  Fundamentals of Oral Communication
  Principles of Human Communication
  Gender and Communication (cross-listed with Women’s Studies)
  Family Communication (cross-listed with Women’s Studies and Family Consumer Science)
  Film as Mass Communication
  International Communication
  Intercultural Communication (graduate & undergraduate)

Women’s Studies Program
  Feminist Theory: Global Feminisms (graduate)
  Introduction to Women’s Studies in the Social Sciences

Honors Program
  Mass Communication and Modern Society

St. Louis University, Madrid, Spain

Department of English & Communication
  Introduction to Communication Theories
  Public Speaking (native & non-native speakers of English)
  History and Comparative Radio Broadcasting
  Introduction to Film Criticism

Universidade do Sul, Santa Catarina, Tubarão, Brazil

MA-Teaching English to Speakers of Other Languages (TESOL) Program
  Communication and Culture (graduate)
DePauw University

Department of Communication Arts and Sciences
- Introduction to Communication Theories
- Mass Media in Modern Society
- Television Production
- International and Comparative Mass Media
- Media Criticism

UNIVERSITY SERVICE

Fairfield University

- Chair, Department of Communication, September 2001 - August 2007
- Chair, College of Arts & Sciences Faculty (elected), 2003 - 2006
- Social & Behavioral Sciences Representative to College of Arts & Sciences Steering / Planning Committee (elected), 2006 - 2007
- Committee on Committees (elected), 2003 - 2006
- NCAA Recertification, subcommittee on governance (appointed), 2005 - 2006
- Membership Committee of the Faculty Welfare Committee, 2003 - 2006
- Research Committee (elected), 2002 - 2005; Chair 2004 - 2005
- University Curriculum Committee & College of Arts & Sciences Curriculum Committee (appointed), 2005
- Steering Committee, Fairfield University - Universidad Centroamericana partnership, 2004 - present
- Department Chair Orientation and Retreat, Planning Committee and Workshop Leader, 2003 - 2005
- U.S. Diversity Subcommittee, University Curriculum Committee (elected), 2001-2004; Chair, 2002 - 2003
- World Diversity Subcommittee of the University Curriculum Committee (appointed), Spring 2002
- Liaison Faculty & Steering Committee, Women’s Studies, 2004 - present
- Liaison Faculty & Steering Committee, Peace & Justice Studies, 2004 - present
- Liaison Faculty & Steering Committee, Latin American/Caribbean Studies Program, 2002 - present
- Valedictory Committee (appointed), 2002; 2003

New Mexico State University

- International Programs Coordinating Committee (appointed), 2000 - 2001
- Curriculum and Educational Policies Committee (elected), 2000 - 2001
- American Indian Programs Committee, 1999
- A.C.E. Mentor (first-year students), 1998 - 1999
McNair Research Symposium Chair, 1998
Steering Committee, Women’s Studies Program, 1997 - 2001
Core Faculty, Women’s Studies Program, 1996 - 2001
Executive Committee, Latin American Studies (elected), 1997 - 1999
Program Committee, Latin American Studies (elected), 1993 - 1995
Core Faculty, Latin American Studies Program, 1993 - 2001
Founding Member, Humanities Consortium, 1995 - 1997

DePauw University
Faculty Advisor, Winter Term in Service in El Salvador, Winter 1993
Options (Summer Institute for High School Juniors), Media Curriculum Committee, 1991 - 1993
International Education Committee, 1992 - 93
Committee on Management of Academic Operations, 1991 - 93
Media Center Strategic Planning and Media Fellows Advisory Committees, 1991 - 93

SUMMARY OF INTERNATIONAL TEACHING AND RESEARCH EXPERIENCE
Communication and Media Education in Nicaragua, 2004 - ongoing
Collaboration with the Social Communication department and curriculum at the Universidad Centroamericana, Managua, including professional development workshops for faculty, collaborative teaching and research exchanges, course design, and graduate program development.

Intercultural Communication Perspectives on Sustainable Development, Kenya (1997 - ongoing)
Examination of the phenomenon and impact of a cross-cultural volunteer service and education experience with The Greenbelt Movement in Nairobi, Kenya.

International Study Abroad and Community Service, Madrid, Spain (1999 - 2000)
Exploration of traditional study-abroad programs and community service options for students. Included interviews with program coordinators, teachers, and student participants.

Inter/Cultural Communication and English as a Foreign Language in Brazil (Summer 1999)
Examination of intercultural communication theory/practice in EFL programs in Brazilian high schools and universities. Included interviews with teachers, intercultural classroom exchange.

Conducted interviews and focus groups assessing the effectiveness of Hantavirus prevention campaign. This research was part of a large, interdisciplinary project including Hantavirus sero-prevalence screening and prevention education in the U.S.-Mexico border region.

Conducted interviews and observations at a new commercial television organization in Bombay and Delhi, India. Also included focus groups with Indian youth.
Participatory Development and Service-Learning in Nicaragua (January, 1997; January 1998)
Examination of the impact of a cross-cultural volunteer service and education experience co-sponsored by Bridges to Community and DePauw University. Served as cross-cultural adjustment and communication educator for a 30-member development team doing construction and public health.

Participatory Rural Development in El Salvador (January 1993)
Examination of the phenomenon and impact of a cross-cultural volunteer service and education experience co-sponsored by Companion Communities Development Alternatives and DePauw University. Served as faculty advisor to 30-student service-learning development project in El Salvador’s ex-conflictive zone; executive produced video documentary of the project.

Media in Cuba (Summer 1992)
Conducted interviews at radio stations and state newspaper in Havana, Cuba.

Community Radio and the Revolutionary Process, El Salvador and Nicaragua (Summer 1992)
Conducted interviews and observations at Salvadoran and Nicaraguan radio stations charting changes in the configurations of radio broadcasting with changes in political climates.

LANGUAGES

English - native
Spanish - functional fluency in speaking, reading, and writing
French - intermediate-level study
Italian - intermediate-level study

RELEVANT COMMUNITY SERVICE

Board of Directors, Bridges to Community, Inc., Scarborough, NY, January 2003 - present
Program Committee Chair, 2003 - present
Organizer, 2003 Fall Conference: “Coming Home: Moving Forward with Courage”

Trip Leader, 13-person delegation to Kenya, collaboration with Bridges to Community and The Green Belt Movement, August 2-17, 2002.
Responsibilities included designing trip itinerary, creating reading packet, leading critical reflection sessions, facilitating cross-cultural dialogue between delegation and village communities, engaging in collaborative community service project, public speaking, individual counseling.

Board of Directors, Colonias Development Council, Las Cruces, NM, 2000-2001
Community & Media Relations Committee, Fundraising event organizer

Member, Las Adelitas (organization promoting women’s candidacy for public office), New Mexico, 2000-2001
Trip Leader and Translator, 30-person delegation (students, doctors, nurses, dentists, and engineers) to Siuna, Nicaragua, in collaboration with DePauw University, Bridges to Community, and URACCAN (a university in the autonomous region of Nicaragua serving primarily indigenous populations), January 1998

Board of Directors, La Piñon Sexual Trauma Crisis & Recovery Services, Las Cruces, NM, 1997-1999
   Administration Committee, 1998-1999
   Community and Media Relations Committee, 1997-1999;
   Fundraising Committee, 1997-1999


Co-Chair and Organizer, “Take Back the Night,” Las Cruces, NM, 1995-99

Rape Crisis Advocate (hospital emergency room response and crisis hotline, Spanish and English), La Piñon Sexual Trauma Recovery Services, Las Cruces, NM, 1995-1999

Trip Leader and Translator, 30-person delegation (students, doctors, nurses, dentists, and engineers) to Solingalpa, Nicaragua, in collaboration with DePauw University and Bridges to Community, January 1997

Co-Organizer, Intercultural Sensitivity Training, LCPD Police Academy, Las Cruces, NM, 1995-1996

Hantavirus Prevention Educator (in association with the New Mexico Department of Health, the Border Health Council, and the Centers for Disease Control & Prevention), U.S.-Mexico Border Region, 1995-98

Trip Leader and Translator, 30-person delegation (students, doctors, nurses, dentists, and engineers) to Consolación, El Salvador, in collaboration with DePauw University and Companion Communities Development Alternatives (Co-Co), January 1993

Creator and Instructor, Media Literacy/Ad Analysis, Cloverdale High School, AP English class, March 1992

Advisory Board & Media Relations Committee, Planned Parenthood of Putnam County, IN, 1991-93

Creator/Instructor, Television Production for At-Risk Youth, Gobin Summer Enrichment Program, Greencastle, IN, 1991
Gisela Gil-Egui
CURRICULUM VITAE

Assistant Professor
Department of Communication
Fairfield University
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130 Donnarumma Hall
Fairfield, CT 06824
U.S.A.

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Web: http://www.faculty.fairfield.edu/ggil-egui/

EDUCATION

Ph.D. Temple University, Mass Media & Communication 2005

Dissertation Title: Framing the Internet as a Global Private or Public Good: A Network Text Analysis of Competing Discourses within the United Nations’ Information and Communication Technologies Task Force. Committee members: Dr. Concetta Stewart (chair), Dr. Leah Lievrouw (external reader), Dr. Priscilla Murphy, Dr. Zizi Papacharissi, and Dr. Kasey Walker.

Examination Fields: Economics of information, international regimes of governance for ICTs, computer-assisted text analysis.

M.A. Temple University, Broadcasting, Telecommunications, and Mass Media 1999

B.A. Universidad Central de Venezuela, Journalism 1992

RESEARCH

Research/Teaching Interests

International/Developmental Communication
Mass Media Systems and Institutions
Telecommunications Policy
Distance Education
New Media Technology
Economics of Information
Geographies of Cyberspace
Ongoing research projects and manuscripts under preparation


Gil-Egui, G. (2007). Digital Socialism: Cuban E-Government’s Strategies and Challenges. An inquiry into Cuba’s governmental strategies and rationales concerning its official presence on the World Wide Web and the deployment of online public services. Data being collected with the purpose of developing and submitting a manuscript to a peer-reviewed journal (Journal of International Communication or Journal of Developing Societies).

Boutros, S. K., Legros, A., and Gil-Egui, G. (2007). Accented Perceptions: Fairfield University as a Space of (Dis)Integration for Foreign Students and Faculty. A multi-approach exploration of opportunities and challenges faced by foreign students and faculty at Fairfield University. The project’s ultimate goal is to contribute data that helps the university assess the extent to which non-U.S. citizens who study or work at this institution feel welcomed into its community, as well as to make policy recommendations aimed at making Fairfield University a better studying, working, and living experience for people who come from outside the United States. The study also includes a text analysis of students’ postings on the most popular, non-official, academic rating site about the performance of foreign instructors at Fairfield University, in order to contribute empirical evidence in the examination of the weight that non-U.S. nationality carries for perceptions of cultural “noise” and other issues potentially affecting students’ evaluation of professors’ effectiveness. This project will generate data for a manuscript for a peer-reviewed journal (Communication Education), and a student-led proposal for Fairfield University’s Student Diversity Grant.

Refereed Publications


Conference Papers/Presentations


Newsgroups. Presented at the 4th Annual Conference of the Association of Internet Researchers (AoIR). Toronto, Canada.


Gil-Egui, G. (2000, April). A Transition to What? Evolution of the Notion of Public Interest as a Standard for Broadcast Regulation in the U.S. Presented at the II MM&C Graduate Students Research Conference (Best Paper award) at the School of Communications & Theater, Temple University. Philadelphia, U.S.A.


Other publications


Copy of journalistic reports and newspaper and magazine articles (1986 – 1997, Spanish/English) available upon request.

TEACHING EXPERIENCE

Assistant Professor, Fairfield University 2004 – Present

CO 100: Human Communication Theories
CO 230: Mass Media & Society
CO 334: International Media Systems
CO 342: Technoculture & the Information Society
CO 335: Global Media & Culture
LAC 300: Justice and the Developing World
Seminar on Economics of Information
(A one-week graduate workshop taught as part of Fairfield University’s partnership with Universidad Centroamericana in Nicaragua [in Spanish])

**Teaching Assistant**, Temple University  
Communication Theory  
Mass Media & Society (Institutions)  
Global Telecommunications  
Communication in Organizations  

2000 - 2003

**Adjunct Faculty**, Rutgers University  
Elementary Spanish 101  
Elementary Spanish 102  

1998 - 1999

**HONORS, GRANTS & COMPETITIVE AWARDS**

**Center for Academic Excellence’s Course Redesign Grant**, Fairfield University (university-wide competition). September 2006. To redesign the course Mass Media and Society (CO230) in order to make it more focused on the acquisition of media literacy skills and, thus, more aligned with the goals of the university’s social science core courses. Amount awarded: **$4,000**.

**Fairfield University’s Humanities Institute Grant** (university-wide competition). January 2006. To gather data for a collaborative project entitled “Yes/No (Noise): The Window between Sound and Silence in Three Fields of Study.” Developed with Prof. Jo Yarrington (Visual Arts), and Prof. Kim Bridgford (Literature). Amount awarded: **$2,995**.


**Dissertation Completion Grant (university-wide competition)**, awarded by Temple University. January-June 2004. Amount awarded: **$11,800**

**Excellent Teaching by a Graduate Student award**, International Communication Association (Instructional and Developmental Division). May 2003.

**Top Paper** award for the study *A Transition to What? Evolution of the Notion of Public Interest as a Standard for Broadcast Regulation in the U.S.* Presented at the II Graduate Students Research Conference - School of Communications & Theater, Temple University, Philadelphia, PA. February 2000.

**Top Paper** award for the study *A Historical Revision of the International Telecommunication Union's Definition of Universal Access*. Presented at the I Graduate Students Research Conference - School of Communications & Theater, Temple University, Philadelphia, PA. April 1999

Second Place, **Best Bachelor's Thesis in Mass Communications** award, granted by the Carlos E. Frias Endowment (Venezuela), 1992.
SERVICE

Main Academic Advisor to 38 Undergraduate Students (as of spring 2007)
   Department of Communication
   Fairfield University

Mentor for 2 Minority Students– Cura Personalis Program
   Center for Multicultural Relations
   Fairfield University

Chair, Library Committee
   Fairfield University
   Academic year 2007-2008

Latin America - Liaison Faculty for the Communication Department
   Latin American & Caribbean Studies Program
   Fairfield University

Assessment - Liaison Faculty for the Communication Department
   College of Arts & Sciences’ Assessment of Learning Committee
   Fairfield University

Elected Member, World Diversity Curriculum Committee
   Fairfield University
   Academic period 2006-2009
   Academic period 2005-2006 (substitute member)

Fulbright Program Advisor for Latin America
   College of Arts & Science
   Fairfield University

New Faculty Search Committees, Fairfield University
   Department of Communication
   October 2006 – March 2007
   Department of Modern Languages (Spanish Program)
   December 2005 – March 2006
   Department of Communication
   October 2004 – March 2005

Reviewer, International Communication Association
   Communication Law and Policy Division

Reviewer, Central States Communication Conference
   Media Studies Interest Group
OTHER PROFESSIONAL EXPERIENCE

Research Assistant, 1999 - 2003
School of Communications
Temple University
Philadelphia, PA

Main responsibilities: project design, data gathering and processing for research studies related to telecommunications policy; research potential funding sources for projects related to health communication, media literacy, and social informatics; co-write applications for grant-seeking projects.

Program Assistant 2000 - 2003
OnLine Learning Program (OLL)
Temple University
Philadelphia, PA

Main responsibilities: assistance to program Director in distance education research projects, maintenance of statistical indicators, grant writing, and marketing of the OLL program; administrative and technical support to faculty and students participating in online courses; web site maintenance (http://oll.temple.edu); co-teaching of web-based courses (Global Telecommunications and Communication in Organizations).


Main responsibilities: designed and conducted computer literacy workshops for children and teenagers at different branches of the library.

Staff Writer 1996 - 1997
Al Dia (Spanish newspaper)
Philadelphia, PA

Research Coordinator, 1995 - 1996
Council for Public Radio & Television (Venezuela)

Director of Communications 1993 - 1995
Ateneo de Caracas (Venezuela)

Staff Writer 1992 - 1994
El Globo Newspaper (Venezuela)

Media Relations Coordinator 1988 - 1992
Monte Avila Editores Publishing House (Venezuela)
PROFESSIONAL MEMBERSHIPS

International Communication Association (ICA)
International Association for Media and Communication Research (IAMCR)
National Communication Association (NCA)
Latin American Studies Association (LASA)

LANGUAGES

Spanish native speaker
English (fluent speaking, reading, and writing).
French (proficient reading and writing, basic speaking).
Portuguese (proficient reading).
David Gudelunas, Ph.D.

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www.gudelunas.com

Areas of Research
• Communication Industries, Journalism, New Media Technologies, Media History, Cultural Studies, Popular Culture.

Current Faculty Position
• Assistant Professor, Department of Communication, Fairfield University.
• Communication Department Internship Program Coordinator, Fairfield University

Education
• Bachelor of Arts, Communication Arts, Summa Cum Laude, University of San Francisco. Conferred May 1999. University Scholar.

Book

Publications
• (2006) “Realities of Reality Dating.” American Sexuality Magazine
Other Publications and Reports


Editorial Board Memberships

- Critical Studies in Media Communication
- Sexuality and Culture

Selected Peer-Reviewed Presentations

- Presented “Policing the Party: Regulating Sex, Drugs and Gay Identity in Clubland” at the National Communication Association Conference in San Antonio, TX in November 2006.
- Presented “Charity Dances: The History of the Circuit” at the Popular Culture Association meeting in Atlanta, GA in April 2006.
- Presented “Popular Texts and Popular Misconceptions: Newspaper advice columns as disputed texts” at the National Communication Association conference in Boston, MA in November 2005.
- Presented “Purchasing the Past: The Historical Trajectory of Home Shopping Networks” at the National Communication Association conference in Boston, MA in November 2005.
- Presented (with Dr. David Park and Dr. Barbie Zelizer) “When Bias Shapes the Intifada: Challenging the New York Times' Status as a Newspaper of Record” at the National Communication Association conference in New Orleans, LA in November 2002.
- Presented “QVC: Television Retail and Ritual” at the American Culture Association conference in Toronto, ON in March 2002.
- Presented “Nosy Neighbors and Foot Fetishes: The Enduring Popularity of the Advice Column in American Journalism” at the International Communication Association conference in Washington, DC in May 2001. A similar version of this paper was also presented at the Popular Culture Association conference in Philadelphia, PA in April 2001.

Selected Invited Presentations and Guest Lectures

- Presented “Sexuality and the Catholic Campus” at Depaul University in October 2007.
- Presented “DeCerteau and Making Do: Subversion and Resistance in the Classroom” at The Jesuit and Feminist Education conference at Fairfield University in October 2006.
• Guest Lecturer; “Blogs and Postmodernism” at Fairfield University in March 2006.
• Presented "Managing the Message: Health Communication and Circuit Parties" at the Forum sur la santé (Health Summit) in Montreal, Canada in October 2005.
• Invited Speaker; “Hijacking Catastrophe” screening at Fairfield University in October 2004.

Teaching Experience

Assistant Professor The College of Arts and Sciences, Fairfield University Current
• Argument and Advocacy.
• Media and Democracy. (Developed as a new course)
• Communication and Popular Culture. (Developed as a new course)
• Consumer Culture. (Developed as a new course)
• Audience Analysis. (Developed as a new course)
• Human Communication Theories.
• Minds and Bodies.
• Gender, Sexuality and Media. (Developed as new course)
• Mass Media and Society.
• American Dreams: Media/Culture/Power/Sex (Developed as a new course).
• Communication Internship

Lecturer California State University San Bernardino Palm Desert Summers 2005, 2006
• Ideas in American Culture
• Communication Research Methods

Lecturer The College of General Studies, University of Pennsylvania Fall 2003
• Art and Communication.

Individual Grants
• Summer Research Grant for project “Media Coverage of High Risk Activities” ($3500); Fairfield University; Summer 2006
• New Course development grant ($1500); Fairfield University; Spring 2005
• Research Grant for project “Celebrity Journalists and Journalistic Boundaries” ($3500); Ignatian Residential College; Spring 2005

Student Grants and Research
• Student Diversity Grant for project “The Collegiate Closet” ($1500); Fairfield University; Fall 2006. Work with four undergraduate students on a project producing internal campus documents as well as peer-reviewed research.

Research Experience

Research Consultant SPI Marketing 2007 to present
• Conceptualized, designed and facilitated research projects for a NYC-based marketing and advertising company.
• Designed quantitative and qualitative research protocols, managed budgets and research staff.
• Interfaced with major corporate clients including Absolut Vodka and Pepsi.

**Research Assistant** The Annenberg School for Communication  
*1999 to 2000*

• Research assistant to Dr. Larry Gross.
• Designed web sites, worked with digital video and organized large databases.
• Carried out literature and database searches, and wrote research reports.

**Research Investigator** The Gay and Lesbian Alliance Against Defamation  
*June to October 2000*

• Researched filtering software and analyzed quantitative data related to filtering.
• Worked with senior staff on data analysis.
• Assisted in drafting report for GLAAD on filtering and the LGBT community.

**Funded Research Experience** The Annenberg Public Policy Center  
*May 2001 - August 2003*

• Member of a small grant team researching newspaper content related to the Middle East found in three major metro daily newspapers. Initial research funding from the Jewish Federation of Metropolitan Chicago.
• Member of a large grant team researching news media reports concerning bioterrorism after 9/11. Funded by the Robert Wood Johnson Foundation.
• Member of a large grant team researching fictional presentations of medical professionals. Funded by the Robert Wood Johnson Foundation.

**Curriculum Consultant** The Annenberg Public Policy Center  
*May 2002 – August 2002*

• Worked closely with the executive producer of the NPR radio program *Justice Talking* to help develop a related high school based curriculum focusing on public advocacy and argumentation.
• Conducted in-depth interviews with high school teachers.
• Helped develop the *Justice Learning* web site and provided graphic design assistance for classroom materials.

**Community, University and Professional Service**

**Fairfield University**

• Member of Enrollment Management Group Committee
• Chair of the Admission and Scholarship Committee
• Member of Women’s Studies Planning Committee
• Faculty member and Mentor in the Ignatian Residential College
• Faculty Member Honors Program.
• Advisor for the Student Communication Club (CommUnity).
• Communication Department Faculty Search Committee.
• Communication Department Chair Search Committee.
• Communication Department Co-coordinator for Career Day.
• Communication Department Internship Coordinator.
• Visual and Performing Arts New Media Search Committee.
• Faculty Graduation Marshall.

**Manuscript and Paper Reviews**  
2004 - Present
- Reviewer for Turow’s *Media Today*
- Reviewer for book manuscript from Oxford University Press.
- Reviewer for journal articles for *Sexuality and Culture, Mass Communication and Society, Critical Studies in Media Communication.*

**Sapphire Fund**  
Philadelphia, PA  
2002 - Present
- Public Relations volunteer liaison.
- Interfaced with national media outlets.

**Online Policy Group**  
San Francisco, CA  
2000 - Present
- Founding board member of a non-profit organization dedicated to free and open Internet Access.
- Member of the Academic Advisory Board.

**Professional Affiliations**
- International Communication Association; National Communication Association; Popular Culture Association; Alpha Sigma Nu
PROFESSOR JAMES JOSEPH KEENAN, Ph.D.

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Fairfield, CT 06430  
[203] 254-4000 Ext 2839
Internet: jkeenan@stagweb.fairfield.edu

1027 High Street [Home]  
Fairfield, CT 06824 U.S.A.  
[203] 696-0223

EDUCATION:

Doctor of Philosophy: Organizational Psychology  
Columbia University, 1964
Minor Fields: Organizational Development, Anthropology, Human Resources, Group Dynamics
Dissertation: "Some Effects of Intercurrent Stimuli on Rhythmic Sensori-Motor Performance"

Master of Arts: Psychology  
Fordham University, 1955
Thesis: "Reciprocal Influence of Visual and Auditory Signals and Noise and Task Performance"

Bachelor of Arts: Psychology, Philosophy  
Manhattan College, 1953

ACADEMIC POSITIONS:

Fairfield University: Tenured Professor of Communication, 1966- present
Director: Graduate Program in Organizational Communication, University College

College of Arts and Sciences: 1990 - present
School of Business/Graduate School of Business: 1990 - 1999
Graduate School of Communication: 1966-1990
Graduate School of Education: 1963-1966

New York University: Adjunct Professor of Management, 1960-1963
University of Maryland: Adjunct Professor of Organizational Psychology, 1954-1956

ACADEMIC TEACHING - Graduate and Undergraduate Courses:

Courses/Seminars in three disciplines: Organizational Communication, Management, and Organizational Psychology, on Graduate [G] and Undergraduate [U] levels:

Career Planning and Management [U]
Contemporary Issues in Management and Organizations [U]
Industrial/Organizational Psychology [G, U]
Issues in Industrial and Organizational Psychology [G, U]
Psychology of Communication [G]
Organizational Communication Simulation [G, U]
Organizational Communication: Negotiation Principles and Practices [U]
Consulting in Organizational Communication [G, U]
Organizational and Corporate Communication [G, U]
Organizational Anthropology [G]
Organizational Culture [G, U]
Human Resources Communication and Development [G, U]
Communication Systems and Theories [G, U]
Interpersonal and Small Group Communication [G, U]
Research Models and Measurement in Human Communication [G]
Technologies of Human Communication [G]
Professional Communication Skills [G]
Ekistic Communication: Human Ecologies and Settlements [G]
Ekistic Communication Fieldwork: Sweden [G]
Ekistic Communication Fieldwork: Greece [G]
Human Attitude Development and Change [G]
Attitude and Public Opinion Laboratory [G]
Leadership and Management Communication [G]
Psychology of Careers [G]
Executive Information Systems and Group Decision-Making [G]
Managing Intellectual Capital through Innovation and Information [G]

OTHER ACADEMIC COURSES [Graduate and Undergraduate] and PROFESSIONAL SEMINARS:

General Psychology
Experimental Psychology
Engineering Psychology
Creativity and Innovation
Leadership Roles and Skills
Managerial Psychology
Executive Communication Skills
Group Dynamics
Managing People and Work
Human Factors/Ergonomics Engineering
Human Performance Assessment in Systems
Post-Training Performance Evaluation
Psychology of Music
Communications Skills at Work

ACADEMIC/PROFESSIONAL ACTIVITIES - Publications, Presentations and Conferences – 2007 -

During fifty years of teaching, authored over eight hundred technical papers, reports, addresses and seminars
focused on the world of human work through the perspectives of applied social/behavioral science, e.g., on
organizational communication, leadership, management, organization/product/service design and assessment,
music research, system and human performance development and assessment, creativity and innovation, and
education and training development and evaluation. Some key examples follow.

2006/7

Book Chapter Author: (2007)."Reflections on Organizing and Managing in Self-Managed Knowledge-Work
Teams: A Constructionist Turn.” Chapter in Jemielnik, D. and Kociatkiewicz, J. (Eds.,) Management Practices

Constructing Conflicts: Lessons from a Town-Gown Controversy”. Business and Society Journal, (Sage, in
press, December).

and Conflict-Building,” research presentation, International Communication Association, June 19-23, Dresden,
Germany.


2004/5……..


2003……..


Co-Author: *Conflict-Building in Inter-Organizational Relations: Contraversation and Embeddedness*. with Maria Aggestam, University of Lund, Sweden; paper presented at the International Meetings of the Irish Association of Management, Trinity College, Dublin; September, 2003.


2002……..


Co-Author: Re-thinking Managing Intellectual Capital: A Communicationist-Constructionist Turn, with Maria Aggestam, University of Lund, Sweden, Research paper submitted to Entrepreneurship Theory and Practice Journal, August 2002

Co-Author: A Communicationist Turn :Narrating Intellectual Capital in Organizations During Environmental Jolts, with Maria Aggestam, University of Lund, Best Paper Award, International Communication Association Meetings, Seoul, S. Korea, August 2002.


Author: Invited Book Chapter: Informatic Systems and the Construction of Intellectual Capital-A Strategic Synergy; Authors’ conference scheduled for 2003 – Warsaw, Poland

2001………


Co-Author: Constructionist Perspectives on Managing Intellectual Capital, with Maria Aggestam, University of Lund, Sweden; under revision: Journal of Intellectual Capital.


Co-Author: Entrepreneurial Actions during Environmental Jolts: Vessels and Vaults, with Maria Aggestam, University of Lund, Sweden; Presentation at the ESPRI 2001 Conference in Stockholm, Sweden, June, 2001 “Movements of Entrepreneurship”.

Co-Author: Corporate Governance and Intellectual Capital: Some Conceptualisations, with Maria Aggestam, University of Lund, Sweden; Corporate Governance Journal, 4, October 2001, pp. 159-175.

Co-Author: Managing the Communication of Intellectual Capital - Voices from the Field and the Case for Communication Capital, with Maria Aggestam, University of Lund, Sweden; under revision, Management Communication Quarterly.


2000……….

Co-Author: Research Proposal: Describing and Developing the Intellectual Capital of the Oresund Region: Building Competitive-Advantage by Bridging the Region’s Intangible Assets, with Maria Aggestam; to funding sources in Sweden.


Co-Author: Communication Capital in Organizations: Managerial Mindsets and Activities During Dramatic Change. with Maria Aggestam, University of Lund, Sweden; presentation at the 50th Annual Conference of the International Communication Association, Acapulco, Mexico; June, 2000.


1999………


Invited Address: Anthropological and Cross-Cultural Dimensions of E-Commerce. First International Conference on E-Commerce. 17-22 May, 1999; Beijing, Peoples Republic of China


Author: Communication Capital in Organizations. [Working Title], Book Manuscript


1998........

Invited Address: *Intellectual and Knowledge Capital in Organizations and Communities,* AIESEC - International Seminar On Learning Organizations and Knowledge Management, Turin, Italy; May, 1998


Conference Co-Chair: First International Conference on *The Intellectual Capital of Nations,* Vaxholm, Sweden; August, 1998


Research Associate: *Project KTIS - Knowledge, Technology, and Information Systems - A Research Consortium* [involving Stanford University, NASA, University of Lund (Sweden), Center for Economic Studies (Australia) Rogland Research Institute (Sweden), Instituto Superior Tecnico (Portugal), and leading transnational organizations/companies.] 1998 - present.

1997........


Organizer and Chair: First International Conference on Ekistic-MacroErgonomics [EME1] with the Institute of Economics, The Leontief Centre [Russian Federation] and The Royal Institute of Technology [Sweden]: St. Petersburg, Russia; July, 1997

Organizer, Chair; Invited Address: Cross-Cultural Ekistic-MacroErgonomics, International Panel: ASEAN/IEA 97 Conference, Kuala Lumpur, Malaysia; November, 1997

1996……….  

The Mindsets of Large US Organizations: Missions, Visions, and Values. Research Seminar: Graduate School of Management - Erasmus University, Rotterdam, Netherlands; March, 1996.

Professions by which Work Organizations are Designed and Managed: the Missions, Visions, and Values of Fortune 500 Companies - Human Factors in Organizational Design and Management. Elsevier Science, Amsterdam, NL; April, 1996.

The Missions, Visions, and Values of Fortune 500 Companies: Ideas and Professions by which Work Organizations are Designed and Managed -- lecture session: Fifth IEA International Symposium on Human Factors in Organizational Design and Management [ODAM 96], Breckenridge, CO, 1996

1995 and earlier……….  


Author: Worldly Wisdom - Personal Skills and Influence. Book manuscript, 1990


Author: Antique Carousels in America - An Anthropology. Art book manuscript, 1982


Author: Catholic Education in Connecticut. InterDiocesan Catholic Committee on Education, Hartford, CT, 1969.


UNIVERSITY SERVICE:

Distinguished Faculty Service Award: “This award is given to Dr. James Keenan for his outstanding service to the Communication Department, University College, and Fairfield University as demonstrated through his development of the Master of Arts in Communication Corporate Cohort Program. Dr. Keenan’s innovation, entrepreneurial spirit, and dedication to teaching are the hallmarks of this Program.”

Organizing, Directing and Teaching in the University College Program of Graduate Studies in Organization Communication. Helped design and implement the off-campus cohort team-learning process and taught many of the initial courses for each of the learning cohorts. Consulted on the extension of the off-campus program to Fairfield campuses in Italy, Ireland and Australia. Consulted on the reinstatement of an on-campus Program of Graduate Studies, 2002-present.

Designing and proposing international programs of undergraduate and graduate studies in Communication Science in Italy, Ireland, Australia and elsewhere, 2000-present.


Presentation to the undergraduate Psychology Department's honors symposium on Applied Psychology: *The History and Current Directions of Engineering Psychology*; 1987.

Organized and conducted national mail survey by Graduate School of Communication: *Telesurvey of Educational Institutions Concerning Readiness for Satellite-mediated Teleconferencing*: survey of over eight hundred institutions of higher learning; Fairfield University, 1987-1988.


Participated in the joint IBM/Graduate School of Corporate and Political Communication symposium: *Communication for Communication Managers*; Fairfield University, 1983.

Organized and Co-chaired joint Graduate School of Corporate and Political Communication/ Japan Society conference: *Doing Business with Japan*; participants included ambassadors of the governments of the U.S. and Japan and presidents and CEO’s of major U.S. and Japanese corporations; Fairfield University, 1982.


Organized and Co-chaired joint Graduate School of Corporate and Political Communication/ Public Relations Society of America [Conn. Valley Chapter] regional meetings: *Public Relations Futures*; Fairfield University, 1981.

Organized, Co-chaired, and presented paper at joint Graduate School of Corporate and Political Communication/ Human Factors Society of America conference: *Communication and the Design of Human Ecologies and Equipments*; Fairfield University, May 1980.

Initiated the development of a major Graduate School of Corporate and Political Communication Conference: *Technology and Human Communication*; Fairfield University, 1978


Prepared and successfully obtained major grant: Fairfield University as a Training Center for Providers of Title XX Services in Connecticut; 1976 - 1980.

Organized and Co-chaired Workshop for Executive Directors of Community Service Agencies: five-day program jointly developed by the Graduate School of Corporate and Political Communication, the Stamford [CT] Business Community, and the United Way of America; Fairfield University, July 1974. [Fairfield program became national training program for United Way.]

Developed and conducted national mail-survey by Fairfield University's Graduate School of Corporate and Political Communication: *Attitudes of Savings and Loan Association Executives Toward Conversion from Mutual to Stock Ownership*; conducted for the Council of Mutual Savings Institutions with major impact on Congressional legislation concerning deregulation and forcing the resignation of the chairman of the Federal Home Loan Bank Board; 1973.

Developed and conducted graduate coursework in Athens, Greece: *Ekistics and Communication in Human Settlements*; summer, 1973.

Co-Director with Dr. Peter Goldmark, Project Director, in the planning, conduct, and reporting of the joint Graduate School of Corporate and Political Communication/ Goldmark Communications Corporation: *The New Rural Society Project*; Fairfield University, 1972 - 1974.

Committee work with Graduate School Dean and Faculty: *Proposal for Doctoral Programs in Communication at Fairfield University's Graduate School of Corporate and Political Communication*; extensive conferencing and preparations with the Connecticut State Department of Education, 1972 - 1976.

PROFESSIONAL EXPERIENCE – Applied Behavioral Science:

Senior Research Scientist: Institute for Research in Human Relations; Philadelphia, PA.; [1956-1957]
U.S. Navy Office of Naval Research [NATTC]; [1954-1957]

Professional leadership and management experience in: human performance development and management; organizational development; organizational communication; and the design and assessment of human-technology relationships. Expertise in strategic planning; organizational auditing; advanced research and development; market and consumer research; ergonomic design studies; large-scale surveys; quantitative and qualitative-ethnographic research methods; executive leadership seminars; management training; and group creativity. Professional associations have included United Airlines, MasterCard International, Arts & Entertainment Network, Xerox, American Can, Westinghouse, McDonnell-Douglas, IBM, Pillsbury, Pitney Bowes, Penguin Books, Merrill-Lynch, health care institutions, NASA, and the governments of several States and of the United States, France, Japan, USSR, and Mexico.

PROFESSIONAL MEMBERSHIPS AND AFFILIATIONS:

Memberships: American Psychological Association; Society of Industrial and Organizational Psychology; Human Factors and Ergonomics Society; International Communication Association; International Ergonomics Association, New England Psychological Association; Eastern Psychological Association; Psychologists in Management; Metropolitan NY Association for Applied Psychology; METRO Chapter: Human Factors and Ergonomics Society; Connecticut Psychological Association; Decision Sciences Institute.


PROFESSIONAL SERVICE:

Numerous offices and roles in Professional Societies including national program chairperson, committee chairs, conference chair, and association representative to governmental and other organizations. Major addresses and seminars: USSR, Mexico, Japan, Philippines, Greece, Turkey, Portugal, Spain, Belgium, Netherlands, Sweden, Peru, England, Ireland, Hong Kong, China, Canada, Finland, Scotland, Malaysia, Australia South Africa, and New Zealand; seminars on management and communication, intellectual capital, knowledge management, product and equipment design, human performance, organization culture and values, cybernetics, environment research, Ekistic-MacroErgonomics, communication research and issues, music research, human performance development and assessment, executive speaking, executive conferencing, and group problem-solving and creativity.

PROFESSIONAL PUBLICATIONS:

Over 800 technical papers, reports, addresses e.g.: on management, communication, organization/product/service design and assessment, music research, system and human performance development and assessment, creativity, and training evaluation, including:


*Antique Carousels in America - An Anthropology*. manuscript, 1982


PROFESSIONAL PRESENTATIONS AND CONFERENCE PARTICIPATION – 1995 and earlier:

*Values of Service Organization Cultures* -- participant: symposium entitled “Activating the Service Culture”, School of Business, Arizona State University; November, 1995


*The Interplay of Culture and Design in Socio-Technical Systems* address and symposium organized for the International Conference on Ergonomics, Occupational Safety and Health, and the Environment, Beijing, China; October 1988.


*Comparative Dimensions of Healthcare Delivery Systems in the United States and in Asia,* invited address and workshop for the International Meetings of Eye-Nose-Throat Specialists, Hong Kong; March 1988.


*Attitudes Toward and Images of Technology,* prepared for the Working With Display Units conference; Stockholm, Sweden; 1986.

*Comparative U.S. and Japanese Work Environments,* addresses to companies and executives, sponsored by the Mainichi Broadcasting Company: Tokyo, Osaka, Kyoto, and Nagoya, Japan; June 1985.

*Some Effects of Environmental Factors on Deburring and Surface Conditioning - The Case for Managing the Workplace Sounds,* plenary session address to the American Society of Mechanical Engineers, Chicago; September 1985.

*Ergonomics and the Design of the Knowledge Workplace,* address to area executives and organizations, Seattle, WA; July 1985.
Paradigms for Organizational Communication and Environment Research - Seven Models in Search of Applications, address to the Social Ecology Department, University of California/Irvine; November 1984.

Communication Models and Paradigms, address at the Joint IBM-Fairfield University Symposium for Communication Managers; September 1983.

Artificial Intelligence Research and Its Implications, symposium presentation to the Apple Computer, Inc.; April 1983.

Man-Machine Communication - Agenda for Technical Research and Development in the Area of Artificial Intelligence, addresses to the Chief Executive and the Advanced Research Committee, Atari Corporation; April 1983.

New Developments in the Analysis of Human Performance in Organizations, Connecticut State Personnel Association and the Department of Human Services, Hartford, CT; March 1983.

Mind over M.B.O. - The Psychology of Effective Communication, address to the National Hospital Public Relations Association, Hartford, CT; Oct. 1981.


The PsychoBiology of Music, address delivered at the annual meeting of the International Planned Music Association, Puerto Rico; October 1975.

Ethical Issues in Consumer Research, American Psychological Association, Chicago; August 1975.


The PsychoBiology of Music segment prepared for the BBC/NOVA film on music "The Three Chord Trick"; Fairfield University research by Dr. Keenan featured in the BBC film and on U.S. television in the NOVA Series; February 1975.


Managerial Effectiveness for Agency Executives, Co-organizer and seminar leader: Executive Directors Workshop for Community Service Agencies; Fairfield University, July 1974.

Communication Dimensions of Architecture and Design, American Institute of Architects, Hartford, CT; December 1972.

Some Emerging Dimensions in Organizational Communication, American Psychological Association, Honolulu; September 1972.

The Communicative Act in Art, American Psychological Association, Honolulu; September 1972.

The New World Information Society, series of five invited addresses/papers delivered during lecture tours sponsored by the U.S. State Department and the Government of Japan in five Japanese cities; August 1972.

Perspectives on Organizational Communication, International Association of Applied Psychology, Hong Kong; August 1972.

Electronic Imperialism in International Communication, invited keynote address to the Asian Press Foundation, Davao, Philippines; August 1972.


Psychological Correlates of Creative Performance, Address: Symposium at the University of Pittsburgh, 1970.


The Dynamics of Change, Address: American Association of Bank Women, Fort Lauderdale, FL, 1969.


Creativity in Academia - Barriers and Prospects for the Student" Keynote Address: Carleton University, Ottawa; 1969.

Detachment and Fragmentation in the American Consumer, American Psychological Association, Chicago, 1968.

The Dynamics of Change in Developing Eco-Systems, Address: Interamerican Society of Psychology, Lima, Peru, 1967.

Recent Research in Cybernetics, Series of Invited Lectures delivered at Moscow State University, U.S.S.R., 1966.


COMMUNITY SERVICE


Organizer and Conference Leader: "Executive Directors' Workshop for Community Service Agencies"; Fairfield University, July 1974.


Advisor: Board of Trustees - Mount Saint John School for Boys; Deep River, CT - affiliated with the Diocese of Norwich; 1976 to 1991.

Distinguished Contribution Award: New York Advertising Club - for behavioral science research contributions to the field of advertising. 1978.

Organized and directed public/community seminars on "Topics in Organizational Communication", Fairfield University [members of seminar in Organizational Communication]; 1983, 1984, 1985.

Active and original member: Communication Commission of the Bridgeport Diocese; 1984 - present.

Speeches to local civic and educational organizations: mass media institutions in China, Hong Kong, and Japan; March 1985.


Conference Leader: Environmental and Organizational Research; Bank of America, San Francisco; April, 1985.

Cooperative Research on the Underlying Dynamics of Managerial Maturation; longitudinal study with area companies; 1985 - 1990.

Workshop Leader: Stamford Public Schools Communication Development Program for Administration and Staffs; 1985 - 1986.


Organized and directed class-related studies of community attitudes, including a Survey of Corporate Slogans widely publicized by the mass media in the U.S., Canada, and Europe; 1985.

Chairperson of the Advisory Committee and participant [conducted televised group interviews with private sector executives in Hartford, New Haven, and Stamford]: "Connecticut View-point" - yearly statewide survey of households, business leaders, and legislators in Connecticut concerning various social issues; 1988.
Chairman and Speaker [Communication in the Marketing of Volunteerism]: Marketing the Agency to and through the Volunteer; one-day workshop attended by fifty-five agency directors and conducted in Stamford by DOVIA [Directors of Volunteers in Agencies]; February, 1988.

Meeting Facilitator and Speaker [The Communities' Images of the Hospital]: Two-day Executive Retreat for members of the Boards of the St. Raphael Corporation; Center for Financial Learning, Fairfield University, June, 1988.

Organized and directed class community survey: Attitudes of Town of Fairfield Residents Toward the Fairfield Public School System; Graduate School of Communication, Fairfield University [members of graduate seminar in Communication Research Methods], Fall, 1988.

Organized and directed class community project: Human Resources Development in the Hospitality Industries - survey and development of employee training/development for improved guest relations in area hotels; Graduate School of Communication, Fairfield University [members of seminar in Human Resources Development]; Spring, 1989.

Organized and directed class public seminar Liberation Management - Paradigm Shift ? - course entitled "Contemporary Issues in Management", School of Business, Fairfield University; Fall, 1992.

Organized and directed class public seminar "Values in Organizations" [including national survey of Fortune 500 Companies] - course entitled "Contemporary Issues in Management", School of Business, Fairfield University; Spring, 1993.


Organized and directed class public seminar The Credible Organization: Boredom, Cynicism, and Distrust in the Large Organization - course entitled "Contemporary Issues in Management", School of Business, Fairfield University; Spring, 1994.


Organized and directed class public seminar Managing the Environment - course entitled "Contemporary Issues in Management", School of Business, Fairfield University; Fall, 1994.


Organized and directed class public seminars Paradigms for Work Careers in 2000 and Beyond - course entitled "Career Planning and Management", School of Business, Fairfield University; Fall, 1995; Spring, 1996

Co-Organized [with Prof. R. DeMichiell] joint City of Bridgeport-Fairfield University fieldwork in World Class Development and Management Processes Re-engineering - course entitled "Executive Information Systems and Group Decision-Making", MBA Program: School of Business, Fairfield University; Summer, 1996.

Organized and directed class research project and seminar: Making Enemies -The Construction of Meanings in the Luau Affair – course entitled Introduction to Organizational Communication, College of Arts and Sciences, Fairfield University, Spring, 2001.

Professional Workshops and Conferences for international organizations on executive leadership, organizational values, strategic planning, and employee attitudes: continuing.

Ongoing Research: Fortune 500 organizations on Organizational Missions, Visions, and Values.
Ongoing Research: Missions and Values of Urban Settlements.

Ongoing Research on the development of instruments for measuring the strategic effectiveness of Human Resources Management.

Cross-cultural research on the modeling, measuring, and developing *Intellectual Capital* in work organizations: 2000 and continuing.

Dr. Paul Maloney  
Nineteen Applegate Road  
Fairfield, Connecticut 06825  
203-374-8522  
www.consultpm.com


Coaching and management development training programs including executive assessment and coaching; communications, interviewing and selection, leadership, performance management and appraisal, presentation skills, and team building. 

Extensive consulting domestically and internationally: Middle-East, Europe, and Asia.

2003- present University College: taught Introduction to Industrial and Organizational Psychology Py 132.
2007 Taught: Consulting and Problem solving in Organizational Communications, CO 526.
2006 and 2007 Taught: Introduction to I/O Psychology Py 132 and Leadership MG 240


1985- present Adjunct Professor at Fairfield University in Industrial and Organizational Psychology in the Graduate School of Education teaching courses Industrial/Organizational Psychology, Organization Development, and

1984-1988
**Director of Management Development and Human Resources Planning, National Broadcasting Company, (NBC), Rockefeller Center, New York City.**
Responsibilities included cultural change and organization development, coaching and development of senior managers; team building, organization improvement programs, and management and professional staff training.

Designed and developed the Human Resources Planning System used across NBC.
Designed, developed and implemented performance management program including appraisals and training for all exempt and non-exempt personnel.
Managed the design and implementation of 10 management and staff training programs.
Managed a staff of 5 development and training specialists.

1982-84
**Senior Internal Consultant, Mobil Oil Corporation**, New York City.
Responsibilities included: Conducted week long management and executive development programs for high potential executives across the Mobil organization; conducted organization improvement programs for 6 oil wells along the coast of California from Bakersfield to Paso Robles to the LA Basin. Studies demonstrated efficiencies improved from 10% to as much as 33%. The results were verified by an independent evaluator.

1977-82
Responsibilities included: Direction of the PepsiCo Management Institute for the International Division providing Marketing, Management, Operations and Sales Training to a system of worldwide bottlers, both franchise and company-owned. Supervised 18 university professors with expertise in their respective areas from Dartmouth, Stanford, UC Davis, Loyola (Chicago), University of Texas, and others.

Designed, developed and implemented all management training for the executives in the International Division. This included traveling around the world to Africa, Middle East, Europe, South America, and Asia to provide the training and coaching to all expatriates. Implemented 8 programs ranging from performance management to negotiations to presentation skills to leadership.

1970-77
**Assistant Professor, (Tenured), Counseling and School Psychology, Graduate School of Education, Fairfield University**, Fairfield, Connecticut.


**1967-1970**

**Doctoral Student, University of Virginia**, Charlottesville, Virginia. Earned Doctor of Education in Counseling
Interned at the University Counseling Center
Assistant Director of Financial Aid to Students

Taught Organizational Development in the School of General Studies at the University. Consulted with Ferrum Junior College on organizational improvement.

**1965-1967**

**English Teacher, Hockey and Baseball Coach, and Yearbook Moderator, St. Sebastian’s Country Day School**, Newton, Massachusetts.
Taught 8th and 9th grade English.
Coached Junior Varsity Hockey and Baseball.

**Lieutenant and Division Officer, U.S.S. Boston, CAG-1, Guided Missile Cruiser, U. S. Navy.**
Responsibilities: Division Officer supervised 120 Missile Technicians and Deck Crew; Assistant Weapons Officer; and Assistant Public Information Officer.
Honorable Discharge.

**Education:**
- **College of the Holy Cross**, Worcester, Massachusetts. A.B. English
- **University of Virginia**, Charlottesville, Virginia. Ed. D. Counseling

**Outside Activities:**
- **Chairman of the Executive Board of the Thomas Merton Center**, Bridgeport.

**Leisure Activities:**
- Sailing, tennis, kayaking, bicycling, cross-country skiing, and reading.
I. Personal Data:

Born September 17, 1939, Orange, New Jersey
Current address: Department of Philosophy,
Fairfield University, Fairfield, CT 06430
Residence: 4042 Congress Street, Fairfield, CT 06430
Widowed, five children.
Social Security #: 144-32-4487
Federal Employer ID #: 06-1211760

II. Education:

Swarthmore College, 1957-1959
Columbia University, School of General Studies 1960-1962 B. S. 1962, Magna Cum Laude,
Phi Beta Kappa with Honors in Philosophy

III. Professional Employment:

A. Academic Employment:

Director, Program in Environmental Studies, Fairfield University, 1986-2006
Lecturer in Medicine, Yale Medical School, 1983—
Director, Program in Applied Ethics, Fairfield University, 1982—
Professor of Philosophy, Fairfield University, 1978—
Associate Professor of Philosophy 1973-1978
Assistant Professor of Philosophy 1969-1973
Assistant Professor of Philosophy, Hofstra University, 1967-1969.

B. Consulting:

General Ethics:
1989-1990
Telecourse, "Ethics in America." Consultant to Columbia University Seminars in Media and Society (Producer), while under contract to WNET/Thirteen to write textbook, reader and teacher's manual for the telecourse.
2005-2006
Web-based telecourse, “Ethics in America II” Consultant to Columbia University Fred Friendly Seminars.
Ethics Across the Curriculum: United States Merchant Marine Academy at King’s Point, 2007-

Community Ethics:
Facilitator, Newhall Neighborhood Community Advisory Panel, 2002-2005

Medical Ethics: Currently active: Ethics consultant for Bridgeport Hospital (Bridgeport, Connecticut), Visiting Nurse Services (Bridgeport, CT); Lourdes Health Center, School Sisters of Notre Dame (Wilton, CT). On an occasional basis: Medical/Nursing Ethics consultant for St Vincent's Medical Center (Bridgeport, Connecticut), St. Raphael's Hospital (New Haven), Danbury Hospital, Greenwich Hospital, Hartford Hospital, Norwalk Hospital, Stamford Hospital, Mt Sinai Hospital (Hartford, Connecticut); Bishop Wicke Health and Rehabilitation Center (Shelton, CT), , Griffin Hospital (Derby, Connecticut) 3030 Park Retirement Residence (Bridgeport, Connecticut) and 3030 Park Fairfield Health Care Center (Fairfield, CT), United Visiting Nurse Association (Trumbull, CT), and The Nathaniel Witherell (Greenwich, CT).


Business Ethics: Cleveland Fund Project Integrating Ethics into the Teaching of Business in Ohio, June 10-14,1990; General Electric Credit Corporation (Keynote talk and follow-up workshop, executive retreat, Stamford, Connecticut, October 1988)), WSTC/WJAZ (workshops for advertising account executives; Stamford, Connecticut); Bailey Agencies (workshop, develop code of ethics for employment agencies; Hartford, Connecticut); Association of College, University and Community Arts Administrators (ACUCAA), series of three workshops in 1988 on development as a profession, professional ethics in presenting the performing arts; Institute of Real Estate Managers (workshop on professional ethics); The International JCK Show Education section (1994, 1995); numerous incidental and guest appearances', lectures, workshops.

Environmental Ethics: Task Force on Business and the Environment, Council for Ethics and Economics, Columbus, Ohio; editor, newsletter report on site visit to Norway (Norsk Hydro aluminum plant at Ardal; Oslo conference on Sustainability); Ethics and Dialogue Group for the Chlorine Chemistry Council, Washington, DC. Sometime and occasional advisor to the Chemical Manufacturers Association.

Curriculum Development Council on Philosophical Studies Visiting Scholar, Edgecliff College, Cincinnati, Ohio.

IV. Publications:


A. Books:
Life In Our Hands: An Introduction to Bioethics, under consideration for publication, projected publication 2008.


   Special editions of Introductory Ethics, including central text of Doing Good and Avoiding Evil plus discipline-specific materials and cases:
      The Honest Practitioner [Business Ethics]
      Integrity in Health Care [Ethics in Health Care]
      Green Ethics [Environmental Ethics]


B. Chapters in edited works:


- Bhopal
- Chernobyl
- Ozone Layer
- Exxon Valdez


- Business Ethics and the Natural Environment


- Agribusiness
- Agricultural Ethics
- Archer Daniels Midland
- Factory Farming
- Genetic Engineering


   “Affirmative Action Programs,” pp. 11-12
   “Gambling,” pp. 294-295
   “Stewardship,” pp. 606-607
Included in second edition, forthcoming 2004

“Reverse Discrimination as Unjustified,” originally published in *Ethics* 83:308-312, 1973, has been included as a chapter in the following anthologies:


[List incomplete]


and has been reprinted in tailored texts for class use:
- North Carolina State University 1995
- Washington State University 1996
- Bates College 2004


C. Peer-Reviewed Journal Articles


(with Susan Keith and Louis Hodges) “Accountability in the Professions: Accountability in Journalism,” *Journal of Mass Media Ethics* 19(3&4) 166-190, Summer 2004

“The Turn to the Local: The Possibility of Returning Health Care to the Community,” *Business Ethics Quarterly* 12(4):505-526 (October 2002) [special issue of *BEQ* on Health Care and Business Ethics, ed. Andrew C. Wicks]


Included in course packet for Catholic University of America
Ethics in Economics and Social Responsibility, Dr. Alan Goodman


"Surrogate Motherhood: The Ethics of the New Reproductive Technologies," The Sovereign Citizen (Nichols College Institute for American Values) 2(2):8-12 (Fall 1988)


Prior work available on request.

D. Papers, Studies, Reports, Lectures and Presentations

1. Lectures Published in Conference Proceedings or elsewhere on account of presentation


“Accountability Across the Professions,” Colloquium on Ethics Across the Professions, University of South Florida, March 17-20, 2003.


2. Other papers and presentations

“What Do We Owe To The Earth? A Defense of the Land Ethic,” presented at 23rd Annual International Conference on Soils, Sediments and Water, October 16, 2007, at the University of Massachusetts Amherst.


“The Year of Thinking Disastrously: Ethics, Public Policy, and Goodfellas in a Hurricane,” read at the Annual Meeting of the Association for Practical and Professional Ethics, Atlanta, Georgia, February 2006.

“The Pursuit of the Commitment to Justice in Research and Teaching: The Uses of an Environmental Studies Program,” John Carroll College, Cleveland, Fall 2005.


"Justifications Unjustified: A Reply to Sterling Harwood," read at a Colloquium on justice at the American Philosophical Association Eastern Division Conference, Boston, Massachusetts December 1990.
"On the Freedom of Dolphins and the Ethics of the Entertainment Industry," read at the Society for Business Ethics meeting in conjunction with the Eastern Division of the American Philosophical Association, December 1990, Boston, Massachusetts.


"Deception and Insight," Conference on Ethics in Behavioral and Social Science Research, Villanova University, November 18, 1988.

Work of this sort of less consequence, or presented in the distant past, is available on request

Book Reviews and reviews of prospective texts for publishers are not included here, nor numerous addresses and panels for local and university groups.

Grants and Other Professional Activities:

1. Grant projects administered (curriculum development, workshops and lecture series)

Project Director, "Environmentalism: Perspectives of Science, Law, and the Humanities," 1996, seminar, lectures, publication of Proceedings. Speakers funded by grants from Pestalozzi Foundation, others. ($1000)


Project Director, "Who(m) Do You Trust? Science, Humanities, and the Chlorine Issue," held on Earth Day 1993, Fairfield University, with support from Olin Corporation, The Connecticut Humanities Council, and other sources. (total grant monies: $22,500)

Project Director, "Visions and Values: Formation and Implementation of Corporate Codes of Ethics," 1991, conference, workshops, and publication of codes manual, jointly funded by the Connecticut Humanities Council ($5400), Wright Investors' Service of Bridgeport, CT ($12,000) and the State of Connecticut ($6000; total $23,400).

Project Director, "John Winthrop Wright Lectures on Professional Ethics," / "John and Mildred Wright Lectures on Professional Ethics," a series of workshops on ethics and lectures on professional ethics, funded by Wright Investors Service Inc., Bridgeport, Connecticut. (Fall 1988 workshops, $4000; Spring 1989 lectures on ethics in journalism, $5000; Spring 1990, lectures on ethics in business, $6000; Spring 1991, lectures on professional ethics, $6000; Spring 1992, lectures on Servant Leadership, $6000; Spring 1993, lectures on business ethics, $6000; total $33,000.)

With supplemental funds from publications developed by the series, total funding $46,920.
Project Director, "Forum on the Environment" and "Planning Workshop on the Environment," funded by the Connecticut Humanities Council and the State of Connecticut (matched by Olin Corporation Charitable Trust and Champion International Corporation funds as well as University funds). (Spring 1987 and Spring 1988; total CHC and CT funds, $10,000; Champion funds, $2000.)

Project Director, "Program in Environmental Studies," annual lecture series and curriculum development, funded by the Olin Corporation Charitable Trust (1986-present, $201,200 to date)

Project Director, "Lecture Series: Managing Technological Developments", GTE Lecture Series. (Spring 1986: $4000).

Project Director, "Institute on Business Ethics," a faculty development project, funded by the Exxon Education Foundation (Summer 1985; $30,550)

Project Director, "Program in Applied Ethics at Fairfield University" an interdisciplinary program of courses and seminars in applied and professional ethics, development funded by the National Endowment for the Humanities (Education Division; Implementation Grant). (1982-1985; $100,000)

Project Director, "Seminar in Bioethics," an interdisciplinary seminar in medical ethics, development funded by the National Endowment for the Humanities (Education Division: Pilot Grant) (1979-1980; $50,000)

2. Offices: Professional Societies, editorial boards.
Executive Board, Association for Practical and Professional Ethics, 2002-
Treasurer, International Society for Environmental Ethics, 2002—
Founding Executive Board, Society for Ethics Across the Curriculum, 2000—

Editorial responsibilities:
   Member, Editorial Board, Teaching Ethics Across the Curriculum
   Member, Editorial Advisory Board, Business Ethics Quarterly
   Member, Editorial Advisory Board, Business and Prof. Ethics Journal
   Member, Editorial Board, Philosophy in Context
   Member, Editorial Advisory Board, Journal of Social Philosophy
   Member, Editorial Advisory Board, Annual Editions, Business Ethics
Co-editor, "Collective Responsibility in Health Care,: a special issue of The Journal of Medicine and Philosophy, vol. 7 #1

Memberships in Learned Societies:

American Philosophical Association, Association for Practical and Professional Ethics, American Society for Bioethics and the Humanities, Society for Business Ethics, Society for Ethics Across the Curriculum, American Society for Value Inquiry, American Association for Law and Medicine, American Society for Political and Legal Philosophy
CURRICULUM VITAE
Michael P. Pagano, PA-C, Ph.D.

Department of Communication
Fairfield University
1073 North Benson Road
Fairfield, CT 06824
203.853.6089 (home)
203.853.6182 (fax)
mpagano@mail.fairfield.edu
drmpp@sbcglobal.net

EDUCATION:

Ph.D. University of Oklahoma, Norman, Oklahoma.

M.A. University of Oklahoma, Norman, Oklahoma.

B.S. University of Oklahoma Health Sciences Center, Oklahoma City, Oklahoma. Physician's Assistant Program. August, 1977.

B.A. University of Oklahoma, Norman, Oklahoma.

APPOINTMENTS:

2004- Visiting Assistant Professor, Department of Communication, Fairfield University, Fairfield, CT
2004-2007 Adjunct faculty, DeVry University (Online)
2003-2004 Adjunct faculty, Department of Communication, Fairfield University, Fairfield, CT
2002-2006 Adjunct faculty, Department of Communication, University of Connecticut-Stamford Campus, Stamford, CT
1995-2000 Adjunct faculty, New York State School of Industrial and Labor Relations, Cornell University--Metropolitan District Office, New York, NY
1992-1994 Professor & Chair, Physician Assistant Department, School of Related Health Sciences, Finch University of Health Sciences/The Chicago Medical School, North Chicago, IL
1991-1992 Clinical Assistant Professor, Department of Surgery, University of Oklahoma College of Medicine, Oklahoma City, OK
1989-1991 Lecturer, Tulsa Junior College--Metro Campus, Tulsa, OK
1988-1989 Lecturer, Rogers State College, Claremore, OK

APPOINTMENTS (cont’d):

1986-1988 Adjunct faculty, Department of English, University of Oklahoma, Norman, OK
1984-1986 Lecturer, Oklahoma City Community College, Oklahoma City, OK
1984-1986 Adjunct faculty, Graduate College, University of Oklahoma Health Sciences Center, Oklahoma City, OK

TEACHING EXPERIENCE:

Communication Courses

“Perspectives and Theories in Organizational Communication Studies,” Graduate Program, University College, Fairfield University, Fairfield, CT. Summer & Fall 2004 & Spring 2006.

“Interpersonal Communication in Organizations,” Graduate Program, University College, Fairfield University, Fairfield, CT. Fall 2005 & Summer 2007.

“Communication Research Methods,” Graduate Program, University College, Fairfield University, Fairfield, CT. Fall 2005 & Spring 2006.

“Small Group & Team Communication,” Graduate Program, University College, Fairfield University, Fairfield, CT. Spring 2005 & Spring 2006.

“Communication and Organizational Leadership,” Graduate Program, University College, Fairfield University, Fairfield, CT Fall 2007.


“Healthcare Organizational Communication,” Fairfield University, Fairfield, CT. Spring 2006.


“Introduction to Human Communication Theories,” Fairfield University, Fairfield, CT. Fall 2003, Spring 2004, Fall 2207.


"Public Speaking," Oklahoma City Community College, Oklahoma City. Fall 1985; Spring 1986.


**Online – Undergraduate**

“Professional Communication,” DeVry University online program, Summer 2004; Fall (2 courses), Winter (2 courses, Summer (2 courses), & Fall 2005.

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**Writing Courses**


"Freshman Composition (I and II)," Tulsa Junior College, Metro Campus. Fall 1989; Spring 1990; Fall 1990.

"Freshman Composition (I and II)," University of Oklahoma, Norman, Oklahoma. Spring 1983; Fall 1983; Spring 1984; Fall 1985; Spring 1986; Fall 1986.

"Oral and Written Composition (I and II)," Oklahoma City Community College, Oklahoma City. Spring 1984; Summer 1984; Fall 1984; Spring 1985; Fall 1985.
TEACHING EXPERIENCE (cont’d):

Healthcare Courses

**Graduate**

"Scientific Writing," Graduate Program, University of Health Sciences/The Chicago Medical School, North Chicago, IL. Fall 1993.

"Health Communication," Graduate Program, University of Health Sciences/The Chicago Medical School, North Chicago, IL. Fall 1993.


"Dog Lab: Suturing Techniques and Wound Care," Physician's Assistant Program, University of Oklahoma Health Sciences Center, Oklahoma City. Spring 1980 and 1981.

**Humanities**

**Undergraduate**

"Humanities, Classical and Modern" Oklahoma City Community College, Oklahoma City. Summer 1985; Spring 1986; Summer 1986.

"Humanities, Classical" Rogers State College, Claremore, OK. Fall 1988.
GRANTS:

Veterans Administration “Primary Care Team Training Grant,” awarded 1993, to Physician Assistant Department, University of Health Sciences/The Chicago Medical School.
Josiah Macy Foundation Grant, for a “Pilot Project to Develop a Curriculum to Co-train PA Students and Family Medicine Residents,” awarded 1993, to Physician Assistant Department, University of Health Sciences/The Chicago Medical School.
Pfizer, USPG, “Unrestricted Grant,” awarded 1993, to Physician Assistant Department, University of Health Sciences/The Chicago Medical School.

AWARDS:

Certificate of Appreciation for Teaching, Physician Assistant Classes, University of Oklahoma Health Sciences Center, Oklahoma City, 1980 & 1981.
Roy and Florena Hadsell Memorial Scholarship Award: $500 for distinguished teaching, Department of English, University of Oklahoma, Norman, 1984.
Graduate student scholarship sponsored by the Department of Communication, University of Oklahoma, Norman. 1986.

PUBLICATIONS:

Books

Journals
“Medical Records: Answering the Reader’s Questions.” Medical Student, 21, March/April, 1995.
PUBLICATIONS (cont’d):

"Medical Records: Communicating Information About Patients." Academic Medicine, April, 1991.
"Rheumatoid Arthritis: An Update." Clinician Reviews, 6, September, 1996.

PAPERS PRESENTED:

“Teaching Medical Records Seminar,” at the annual Association of Physician Assistant Programs Conference in Washington, DC, October 30, 1993.
“Medical Records Seminar,” presented to medical house staff at Washington Hospital, Washington, DC, October 28, 1993.
PAPERS PRESENTED (cont’d):

“Medical Records & Documentation Seminar,” presented to physicians at a meeting sponsored by the Oklahoma State Medical Association/Physicians Liability Insurance Company in Oklahoma City, OK, September 13, 1992 and in Tulsa, OK, October 11, 1992.


“Health Provider-Caretaker Interactions via the Telephone,” presented at the James Madison University Conference on Medical Communication at James Madison University, Harrisonburg, VA, October 22, 1986.

PAPERS PRESENTED (cont’d):


“Health Provider-Caretaker Phone Conversations,” presented at the Talk and Social Structure Conference, sponsored by the University of California at Santa Barbara, Santa Barbara, CA, March 12, 1986.


MILITARY EXPERIENCE:
Honorably discharged from the U.S. Army in 1968. Served three years as a medical corpsman, including one year in Vietnam as a combat medic with the 1st Air Cavalry Division, 1965-1966.

PROFESSIONAL ORGANIZATIONS:
International Communication Association – Member
National Communication Association – Member
American Medical Writers Association – Member
American Academy of Physician Assistants – Fellow
DAVID ALAN SAPP, Ph.D.

104 Ruane Street          English Department, DMH 123
Fairfield, CT 06824      Fairfield University
203/256-0025 (home)      1073 North Benson Road
Fairfield, CT 06824-5195   Fairfield, CT 06824-5195
203/254-4000, ext. 2815 (office)
e-mail: dsapp@mail.fairfield.edu

EDUCATION

Ph.D.  New Mexico State University, 2001 - Rhetoric and Professional Communication
M.A. University of Tennessee at Chattanooga, 1996 - Rhetoric
B.A. University of Minnesota, 1992 - English/Creative Writing

ACADEMIC POSITIONS

Associate Professor (Tenured) of Professional Writing, Department of English, Fairfield University
   April 2005 -

Assistant Professor of Professional Writing, Department of English, Fairfield University
   September 2001 - March 2005

Graduate Instructor of Rhetoric, Department of English, New Mexico State University
   August 1996 - May 2001

Visiting Assistant Professor of Rhetoric, International College of Beijing, China Agricultural University
   April 1998 - July 1998

Instructor of Composition, Department of English, University of Tennessee at Chattanooga,
   January 1996 - May 1996

Instructor of Writing & Developmental Studies, Chattanooga State Technical Community College
   August 1994 - May 1996

ADMINISTRATIVE EXPERIENCE

Coordinator of Program in Professional Writing, English Department, Fairfield University,
   September 2001 -
   Responsible for hiring and supervising instructors; advising students; curriculum design;
   assessment of program outcomes; scheduling; website maintenance & program
   documentation; library resources.
Director of Internship Program, Department of English, Fairfield University, February 2004 - August 2007
   Responsible for supervising xxx student interns; ran campus workshops for students, faculty, staff, & off-campus industry; maintained database of 250+ off-campus positions in CT/NY/NJ Metro area.

Steering Committee, Accreditation, New England Association of Schools and Colleges (NEASC), July 2006 -
   Serving as one of three faculty members on Fairfield University’s steering committee; preparing documentation for successful 10-year accreditation review; facilitating campus visit meetings.

CORPORATE EXPERIENCE

   March 1993 - August 1994

EDITORIAL BOARDS & REVIEW WORK

Editorial Board Member, Business Communication Quarterly, 2006 -
Associate Editor & Editorial Board Member, Research Journal for Business Management, 2006 -
Editorial Board Member, Trends in Applied Science Research, 2006 -
Member, Selection Committee for CCCC Outstanding Dissertation in Technical Communication, 2006 - 2007
Manuscript Reviewer, National Communication Association, Feminist/Women’s Studies Division, 2005
Manuscript Reviewer, Prentice Hall/Pearson Education, 2004; 2005
Manuscript Reviewer, Writing Center Journal, 2005
Manuscript Reviewer, National Women’s Studies Association Journal, 2004
Manuscript Reviewer, Technical Communication Quarterly, 2004
Manuscript Reviewer, Rowman & Littlefield Publishing Group, 2002
Manuscript Reviewer, Houghton Mifflin Company, 2002
Co-Chair, Selection Committee for Cecilia Konchar Farr Award, Women’s Caucus, RMMLA, 2003
Manuscript Reviewer, John Wiley and Sons Publishing, 2000

PUBLICATIONS / JOURNAL ARTICLES


**BOOK CHAPTERS / PROCEEDINGS**


**SPECIAL JOURNAL ISSUE EDITORSHIP**


**REVIEW ESSAYS / BOOK REVIEWS**


**PROFESSIONAL EDITING**


**NON-REFEREED PUBLICATIONS**


**CONFERENCE PRESENTATIONS & INVITED COLLOQUIA**


**PROFESSIONAL SERVICE AT ACADEMIC CONFERENCES**


Alternate Session Chair, Feminism in the Classroom, or Where are all the Feminists? Rocky Mountain Modern Language Association Conference, Missoula, MT, 2003. Invited.


Roundtable Chair, Men for Women, New Mexico Women’s Studies Conference, Las Cruces, NM, 1998. Invited.


**HONORS & AWARDS**


Recipient, Merit Award for “Top Academic Article in Technical Communication,” Society for Technical Communication (CT Chapter), 2003-4.


Nominated, Kellogg Forum’s National Rising Scholars Award, 2002-3.

Recipient, Cecilia Konchar Farr Award for Best Feminist Essay, Rocky Mountain MLA, 2002.


Recipient, Andrew W. Mellon Postdoctoral Fellowship in Intellectual and Academic Writing, Duke University, Director: Joseph Harris, Center for Teaching, Learning, and Writing, 2001-6. Declined.

Nominated, Charles Davis Award for Best Paper by a Graduate Student, Rocky Mountain MLA, 2000.


Recipient, Outstanding Graduate Student Award, University of Tennessee at Chattanooga, 1995-6.

Recipient, Harlow C. Richardson Scholarship, University of Minnesota, 1989-91.

GRANTS & FUNDED RESEARCH


Recipient (Project Director), “Learning and Integrity: Looking Towards the Future in College Student Internships,” Humanities Institute Grant, ($6000), College of Arts & Sciences, Fairfield University, 2005.

Recipient, “The Scholarship of Internships in English Studies,” Faculty Research Committee Summer Stipend, ($3500), Fairfield University, 2005.

Recipient, “Ethical and Pedagogical Issues in International and Intercultural English Education,” Faculty Research Committee Summer Stipend, ($3500), Fairfield University, 2003.

Recipient, “Technical and Professional Writing in Cuba,” Faculty Research Committee Grant, ($1000); Latin American & Caribbean Studies Program Grant ($200), Fairfield University, 2002-3.

Recipient, “Research in Online Education,” University College, ($500), Fairfield University, 2003.

Recipient, “Online Office Hours: Maximizing Faculty-Student Contact,” Educational Technologies Grant, Office of the Academic Vice President, Fairfield University ($13,057, including course reassignment), 2002-3.


Recipient, Graduate School Research Grant ($1500), University of Tennessee at Chattanooga, 1995.

GRADUATE/HONORS/FULBRIGHT COMMITTEE WORK


PROFESSIONAL AFFILIATIONS

AAUP (American Association of University Professors)
ABC (Association for Business Communication)
ATTW (Association of Teachers of Technical Writing)
CPTSC (Council for Programs in Technical and Scientific Communication)
MLA (Modern Language Association)
NCA (National Communication Association)
NCTE (National Council of Teachers of English)
STC (Society for Technical Communication)

TEACHING EXPERIENCE

Fairfield University, Fairfield, CT (September 2001 - ) Developed and taught:
- Professional Rhetoric and Presentations (graduate)
- Explorations in Critical Studies (graduate)
- Global Business Writing
- Baseball: The American Pastime in Words and Numbers
- Technical Writing
- Business Writing
- Professional Presentations: Writing and Delivery
- Science Writing
- International Technical Writing
- Baseball: The American Pastime in Literature
- Writing Internship
- Digital Writing
- Composition and Prose Literature
- Introduction to Literature and Writing the Research Paper

New Mexico State University, Las Cruces, NM (August 1996 - May 2001) Developed and taught:
- Technical and Scientific Communication
- Introduction to Women’s Studies II: Humanities
- University Honors Program: Rhetoric and Composition
- Critical Inquiry: Gender and Cultural Geography
- Advanced Composition
- Rhetoric and Composition
China Agricultural University, Beijing, People’s Republic of China (April 1998 - July 1998)
Developed and taught:
   Advanced Composition in International Economics

University of Tennessee at Chattanooga, Chattanooga, TN (January 1996 - May 1996)
Developed and taught:
   Composition and Research Methodology
   Composition and Essay Writing

Developed and taught:
   Communication for the Allied Health Professional
   Developmental Writing I
   Developmental Writing II

**SELECTED UNIVERSITY SERVICE**

**Fairfield University**
Faculty Advisor, Debate Team (APDA, Parliamentary), 2005 - 2007
Member, University Handbook Committee, “Academic Council” (Faculty Senate), 2005 - 2007
Member, University Handbook Committee, “Research,” 2005 - 2008
Member, Univ. Handbook Committee, “Admission & Scholarships,” 2002-2005; Chair, 2003 - 2004
Academic Advisor (Mentor), Junior Faculty Development Program, 2004 - 2005
Member, Committee for Institutional Integrity, Office of the University President, 2006 - 2007
Faculty Advisor, Omicron Delta Kappa, National Honor Society for Leadership, 2001 - 2005
Member, University Committee, “Academic Honesty Board,” 2003 - 2005
Member, Advisory Council, Elementary Education, Graduate School of Education, 2003 - 2004
Member, Strategic Marketing Committee, Office of the University President, 2003 - 2005
Member, Ad Hoc Committee, “Admission and Advancement,” Office of the President, 2003 - 2005
Member & Speech Editor, Valedictory Committee, Office of the Associate Academic VP, 2003 - 2007
Member, Subcommittee on “First-Year Composition,” Department of English, 2002 - 2007
Member, “Student Essay Award” Committee, Department of English, 2002 - 2004
Member, “Writing Student of the Month” Committee, English Department, 2001 - 2004

**New Mexico State University**
Thesis Editor, Department of Mechanical Engineering, 2001
Faculty Mentor, ACE Faculty-Student Mentoring Program, 1997 - 2000
Writing Consultant, English Department Writing Center, 1996 - 2001
Academic Advisor, College of Arts and Sciences, Advising Office, 1999
Presentation Judge, Graduate Research and Arts Symposium, 1999
Member, Textbook Selection Committee, Department of English, 1998
Thesis Editor, Departments of Agronomy and Environmental Engineering, 1997
Curriculum Vitae
James Shanahan, Ph. D.  

Associate Professor/Chair  
Department of Communication  
Fairfield University  

227 Donnarumma Hall  
Fairfield, CT 06824  
(203) 254-4000 ext. 3414  
jshanahan@mail.fairfield.edu

Education:  

Ph. D. in Communication, 1991, University of Massachusetts at Amherst
Dissertation: *Argentine television and the problem of democracy*

M. S. in Communication (Broadcasting), 1985, Boston University

B. A. in Political Science, 1982, Tufts University

Professional experience:  

Associate Professor/Chair (2007-) Fairfield University, Department of Communication. Teaching Environmental Communication, Media and Society, Media and Public Opinion Research Methods.


Assistant Director/Acting Director (1985-1987) Audiovisual Center, New Hampshire College. Responsible for all aspects of audiovisual service to academic community. Instructor-Business Communication Department, Mass Communication.

Honors:
Research interests:

Media effects, media and society, cultural indicators, media and public opinion; science and environmental communication; communication and biotechnology

Editor: New directions in empirical/critical research series, Hampton Press
Member editorial board: *Environmental Communication: A Journal of Nature and Culture; Learning, Media & Technology; Journal of Communication*

Publications

Books:


*Propaganda without propagandists?* (edited) Cresskill, NJ: Hampton Press, 2001 (166 pp.)


<table>
<thead>
<tr>
<th>Year</th>
<th>Award/Recognition</th>
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<tr>
<td>2002</td>
<td>Top three ICA paper, Mass Communication Division</td>
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<tr>
<td>2000</td>
<td>Top three AEJMC paper, Theory and Methodology Division</td>
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<tr>
<td>1998</td>
<td>Young Faculty Teaching Excellence Award (College of Agriculture and Life Sciences, Cornell University)</td>
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<tr>
<td>1996</td>
<td>Top three AEJMC paper, Theory and Methodology Division</td>
</tr>
<tr>
<td>1994</td>
<td>Fulbright fellow, alternate candidate</td>
</tr>
<tr>
<td>1989-90</td>
<td>University Fellowship, UMass /Amherst</td>
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<tr>
<td>1988-89</td>
<td>Nominated for University Fellowship, UMass/Amherst</td>
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<tr>
<td>1989-90</td>
<td>Departmental research commendation</td>
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<tr>
<td>1988-89</td>
<td>Departmental teaching commendation</td>
</tr>
<tr>
<td>1989</td>
<td>Top ten ICA paper, Mass Communication Division</td>
</tr>
<tr>
<td>1989</td>
<td>Top three ECA paper, Mass Communication Division</td>
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</tbody>
</table>

**Articles:**


Trumbo, C. W. & Shanahan, J. (2000). Social research on climate change: where we have been, where we are, and where we might go. *Public Understanding of Science, 9*(3), 199-204.


**Book chapters:**


**Proceedings:**


**Reviews:**


**Reports:**


**Conference papers and presentations:**


Cycles upon cycles: media coverage of global climate change. Paper presented to Conference on Climate Change Communication, Kitchener, Ontario (June, 2000).

Real talk: Manipulating the dependent variable in spiral of silence research (with D. Scheufele & E. Lee). Paper presented to American Association of Public opinion Research, Portland, OR (June 2000). Top three paper


Using the web to teach environmental communication. Presentation to 1998 Northeast Regional Teaching Workshop. University of CT (Storrs, CT).


Willingness to speak and the spiral of silence: A meta-analysis (with C. Glynn & A. Hayes). Paper presented to the Association for Education in Journalism and Mass Communication (Anaheim, CA; August 1996). *top three paper*


Food and nutrition messages communicated through prime-time television. (with A. Mathios, R. Avery, & C. Bisogni) Paper presented to ACCI conference (Knoxville, TN March 1996)


Green or brown? Television's cultivation of environmental concern (with Michael Morgan and Mads Madsen). Paper presented to AAPOR conference, Fort Lauderdale, FL (May, 1995).


Environmental-topic television programming: the good, the bad, and the


Green but unseen: Marginalizing the environment on television. Paper presented to Mainstream(s) and Margins conference, Amherst, MA (April, 1992).


Videocassette recorders and the television household (with M. Morgan, Alison Alexander, and Cheryl Harris). Report to the National Association of Broadcasters. (July, 1989).


Committee and Administrative work
Boston University: Chairman, Budget Committee, University Faculty Council (1993-1994); Executive secretary and treasurer, University Faculty Council (1992-1993); Member, University Faculty Council (1991-1994); Member, Faculty Council Committee on Research (1991-1994)

Cornell University: Chair, CALS Faculty Senate (2000-2001); Secretary, CALS Faculty Senate (2001); member, CALS Faculty Senate (1997-2002); Director of Graduate Studies, Department of Communication (2001-2003), Faculty Fellow (2000-2007).

Fairfield University: Chair, Department of Communication (2007-); member, Undergraduate Curriculum Committee (2008-).

Dissertations advised at Cornell (major adviser)

Diels, Janie. (2006). A Cultural Indicators approach to understanding the impact of media images of Arab people on public opinion regarding civil liberties.

Lee, Eunjung. (2006). A social resource model of political participation: Mass media use, social capital, and political participation


Nisbet, Matthew C. (2003). The controversy over stem cell research and medical cloning: Media, policy, and public opinion


Dokeniya, Anupama. (1999). Re-forming the state: An institutional analysis of telecommunications liberalization in India

Also served as advisor for numerous M. S. theses, and as secondary advisor on various Ph. D. and M. S. committees. Also advised numerous undergraduate honors’ theses.
Margaret A. Wills
Curriculum Vitae

EDUCATION


Dissertation - "In a Different Light: An Analysis of Accounts in a Twelve-Step Support Group."

Areas of emphasis: Interpersonal Communication Theory
                  Organizational Communication


Areas of emphasis: Communication Theory
                  Organizational Communication

Bachelor of Science in Education, December, 1982. University of Delaware.

Areas of emphasis: Elementary Ed., Special Ed.
Minor emphasis: Communication

ACADEMIC POSITIONS

Associate Professor, Fairfield University. Fairfield, Connecticut. 2007 – Present.


Graduate Teaching Assistant. University of Delaware. Newark, Delaware. 1984 - 1986
COURSES TAUGHT

*Fairfield University*

**CO101. Argument and Advocacy.** An introduction to public speaking and the advocacy process, including issue identification, methods of analysis, research, patterns and fallacies of reasoning, uses of evidence, logical proof and refutation. Students practice informative and persuasive speaking.

**CO200. Interpersonal Communication Theories.** Introduction to the study of one-to-one relationships, focusing on the experience, behavior, and rules governing such interpersonal contexts as friendships and families. Factors such as language, perception, nonverbal behavior, power, status and roles are studied.

**CO220. Introduction to Organizational Communication.** A communication-centered approach to understanding how business and professional organizations function. Diagnoses of communication problems using various theoretical frameworks and case studies are stressed.

**CO309. Senior Research Projects in Communication: The Capstone Experience.** Discussion and evaluation of contemporary research in communication. Exploration of the research design process and various methodologies used by communication scholars. Students design and conduct a group research project related to their major concentration.

**CO302. Communication Consultation: Principles and Practices.** Course focuses upon the techniques and strategies used by business and professional consultants to assess and diagnose communication problems. Examine research methodologies in communication as diagnostic tools. Students create two-day training seminar on a communication topic.

**CO349. Communication and Spirituality.** Course engages a critical understanding of the way in which spirituality and religiosity are constructed through communication. With emphasis on a variety of contexts that engage spiritual discourses, from interpersonal to organizational and mass mediated settings, we reflect on the potential for spirituality to transform individuals and society.

*Pennsylvania State University*

SpCom 126. **Developmental Listening and Study Skills.**

SpCom 100A. **Effective Speech.** Public Speaking: Preparing and Presenting Oral Messages.

SpCom 230. **Introduction to Communication Theory.** Lab instructor. Examining the function, structures, and processes of communication in a variety of interaction contexts, with emphasis on interpersonal relationships.
COURSES INTERNED (Pennsylvania State University)

SpCom 352. **Speech Communication in Organizations.** Course activities include an interviewing workshop with emphasis on briefing and discussion techniques and organizational communication between subordinates and supervisory personnel.

SpCom 100B. **Effective Speech.** Group Communication: Problem Solving Group Discussion.

SpCom 220. **Introduction to Rhetorical Theory.**

RELATED PROFESSIONAL ACTIVITIES (Pennsylvania State University)

**Scheduling Coordinator.** Determine teaching assignments for all graduate teaching assistants of public speaking at Pennsylvania State University. Assign teaching assistants to approximately 70 sections of SpCom 100A and SpCom 100B each semester, including summer sessions. Also worked with Dr. Douglas Pedersen in determining the assignments of teaching assistants' internships. May 1988 to August 1990.

**Internship Supervisor.** Worked with incoming graduate teaching assistants to facilitate understanding of principles of teaching public speaking. Monitored interns' progress and evaluated course lessons designed and taught by intern. August 1988 to May 1989.

**Instructor, Continuing Education.** "Workshop: Oral Communication." Two day course designed for participants in the Credit Union Institute. Taught at University Park campus. August 1989.

"Communicating with the Children of Alcoholics." Two day course designed for elementary and secondary education teachers, counselors, and other community professionals. The course helps individuals to recognize children from alcoholic homes and effectively deal with their self-esteem problems, learning problems, and interpersonal communication problems. Taught at Penn State campuses: Reading, Harrisburg, State College, Wilkes-Barre, Williamsport. Summer 1990.

**Author, 3-day Seminar created in Course SpCom 400.** "Can We Talk?: Understanding Alcoholism and the Intervention Process." This communication seminar is designed for the interested lay person, friends and family of the alcoholic/problem drinker.

**Secretary, Graduate Forum.** Responsibilities in this student-run organization included conducting library tours for incoming graduate students, updating listings of current academic job positions, initiating and organizing colloquium series for professor and student presentations. May 1987 to August 1989.
PUBLICATIONS


MANUSCRIPTS IN PREPARATION


“Creating a Community of Inquiry in the Undergraduate Research Methods Course” (working title). Manuscript in preparation for submission to *Communication Education*.
CONFERENCE PARTICIPATION


"Talking the Talk: An Analysis of Spirituality in Twelve-Step Conference Narratives."


"In a Different Light': Accounts and the Transformation of Self in Twelve-Step Groups."
Competitively selected paper presented at the Speech Communication Association Annual
Meeting, Miami Beach, November 1993.

Attended third annual Women's Studies Conference at Southern Connecticut State University.
October 1993.

Convened twelve-step group meetings, Commission on Health Communication at the Eastern

Panel Chair, Commission on Health Communication. "Adult Children of Alcoholics:
Performative and Communicative Implications." Speech Communication Association Annual
Meeting, Chicago, November 1990.

"In a Different Light: An Account Analysis of Twelve-Step Support Groups." Paper presented at
the Eastern Communication Association, April 1990.

Reader for conference program. Proofread Eastern Communication Association program under
President Deborah Atwater, February 1990.

"Can We Talk?: An Arendtian Analysis of Alcoholism Support Groups." Paper presented at the

"Let's Talk About that Some Other Time: The Influence of Alcoholism on Family

"In and Out of the Shadows: Toward an Understanding of Alcoholism Support Groups."
Competitively selected paper presented at the Eastern Communication Association, Ocean City,

"Female Friendship in Film: A Dramatistic Criticism of Entre Nous." Competitively selected

Presider, Eighth Annual Student Research on Women Conference, University of Delaware, May
1985.
HONORS AND AWARDS

Center for Academic Excellence Teaching Fellow Course Release Recipient, Fairfield University, September 2006.

Fairfield University Distinguished Teaching Award, College of Arts and Sciences, April 2006.


Speaker, first Year Experience Panel Presentation. Nominated by First Year Student Facilitators to speak as a role model for new students. October, 1995.

Humanities Grant, Diversity and Multiculturalism for 1996, $1,500.

Humanities Grant, Diversity and Multiculturalism for 1995, $1,000.

Humanities Grant, Women's Studies for 1994, $1,100.

Humanities Grant, Women's Studies for 1993, $1,100.

Nominated for Arts and Sciences Teaching Award, Fairfield University, April 2003.

Nominated for DeBour Teaching Award, Penn State University, February 1989.

COMPETITIVELY SELECTED STUDENT RESEARCH PAPERS

As instructor for Research Methods in Communication: The Capstone, I mentored these research projects and edited the following student conference papers:


Senior Research Project Advisor, “‘Crazy college life’: The portrayal of college life in the media nad its effects on the alcohol-related activities of college students,” Austin Ayers, Meg Chasse, John Mendez, Jim Scholl. Competitively selected for presentation at the 33rd Annual Undergraduate Honors Conference in Communication at DePauw University. March 2007.


Senior Research Project Advisor, “'Here’s Looking at You Kid’: The Role of Appearance in the Workplace,” Jenna Burns, Laura Calabrese, Jessica Colligan, Amy Torchen. Competitively selected for presentation at the 29th Annual Undergraduate Honors Conference in Communication at DePauw University. February, 2003.


Senior Research Project Advisor, "Technology in the Workplace: Computer-Mediated


UNIVERSITY COMMITTEES AND ACTIVITIES

Elected Member, University Curriculum Committee, Sept. 2006-

Elected Member, Educational Planning Committee, 2003-present

Elected Member, Guiding Principles for Merit Subcommittee, 2003-2004

Appointed Member, Ad Hoc Valedictorian Speaker Selection Committee, 1996- present

Appointed Member, Ad Hoc Multiculturalism Coordinating Committee, 1995

Elected Member, Student Life Division of the University Council, 1994-1996

Invited Member, Ad Hoc Women's Studies Coordinating Committee, 1994-1999
Elected Member and Chair, Public Lectures and Events, 1995-1996

Member, Public Lectures and Events, 1993-1996

University Faculty Research Symposium, Paper Presentation, Spring 2006

University Faculty Research Symposium, Paper Presentation, Spring 1995

University Faculty Research Symposium, Paper Presentation, Fall 1994

Invited Speaker, Humanities Lecture Series on Women in Film, Fall 1994

Faculty Advisor, June Orientation for First-Year Students, 1993-1999, 2005-2006

COMMUNICATION DEPARTMENT COMMITTEES

Search Committee Member, 2006-2007

Search Committee Member, 2004-2005

Search Committee Member, 2003-2004

Co-chair, Search Committee, 2000-2001

Chair, Search Committee, 1999-2000

COMMUNICATION DEPARTMENT SERVICE

Merit Committee, 2005 – present

Admitted Student Open House, 1993-2000, 2006

Preview Day Organizer and Presenter, 2001-2004

Faculty Advisor, Communication Club, 1992-2004

Internship Advisor, 1993-2003

Independent Study Advisor

OTHER PROFESSIONAL EXPERIENCE

Developed and taught assertiveness training workshop of school board members. September, 1994.

**Counselor.** On Drugs Inc. State College, Pennsylvania.

Completed 175 hour training program consisting of classroom instruction and on-the-job training sessions. Training focused on counselor communication skills in the areas of chemical dependency, conflict resolution, and crisis intervention. Provide telephone and person-to-person counseling. Conduct short-term counseling on drug and alcohol related issues as well as other problems. Other duties, include crisis intervention, information and referral assistance, drug information and identification. Present community education programs on such topics as alcohol information, addiction issues, and co-dependency. October 1988 to August 1990.

**Teacher.** Pilot School. Wilmington, Delaware.

Designed and implemented lesson plans in reading, math, and language arts for six students age 11 with emotional and learning disabilities. Set up group and individual behavior modification programs. Developed and presented health units to seven individual classes per week. September 1983 to August 1984.

**Senior Recreation Leader.** New Castle County Parks and Recreation. Wilmington, Delaware.


**Student Teacher.** Springer Intensive Learning Center. Wilmington, Delaware.

Developed and implemented lesson plans in all subject areas for 11 students age 9 to 11 with various physical and learning disabilities. Created behavior modification program to facilitate structure in movement from one activity to another. November to December 1982.

**PROFESSIONAL ASSOCIATIONS**

International Communication Association
National Communication Association.
Eastern Communication Association.

**REFERENCES**

Dr. Gary L. Kreps
Dr. Kent Menzel
Dr. Leigh Arden Ford
CURRICULUM VITAE

Qin Zhang

Department of Communication
Fairfield University
Fairfield, CT 06824
Phone: 203-254-4000 ext. 3062 (Office), 203-292-6317 (Home)
E-mail: qzhang@mail.fairfield.edu

Education

Ph.D. The University of New Mexico, 2005

Major: Communication Studies
Primary Area: Intercultural Communication
Related Areas: Interpersonal Communication, Instructional Communication, Research Methods
Dissertation: Constructing a teacher immediacy scale from a Chinese perspective and exploring the overall immediacy-learning relationship
Advisor: John Oetzel

M.A. Central China Normal University, 1991

Major: English Language and Literature
Primary Area: Modern American Literature
Related Areas: Translation, Linguistics
Thesis: Catch-22: A radical protest against absurdity

B.A. Central China Normal University, 1988

Major: English Language and Literature

Awards and Honors

2007 Dean’s Merit Award, $500, College of Arts and Sciences, Fairfield University

2007 Department of Communication and Journalism’s nominee for the University of New Mexico’s Popejoy Dissertation Award

2006 Summer Research Stipend, $3,500, Fairfield University
2006  Top Four Paper Award, Instructional Communication Interest Group, Eastern Communication Association

2005  Top Paper Award, Instructional Development Division, National Communication Association

2005  Outstanding Teaching Assistant of the Year Award, University of New Mexico

2005  Everett Rogers Doctoral Research Scholar Award, Department of Communication and Journalism, University of New Mexico

2004  Top Four Papers in the Communication Apprehension and Avoidance Division, National Communication Association

2004  Department of Communication and Journalism’s nominee for the University of New Mexico’s 2003-2004 Outstanding Teaching Assistant of the Year Award

Teaching Experience

2005-Present  Assistant Professor, Department of Communication, Fairfield University

Courses Taught:  Introduction to Human Communication
                 Intercultural Communication
                 Communication Research Methods
                 Organizational Communication

2002-2005  Teaching Assistant, Department of Communication and Journalism, The University of New Mexico

Courses Taught:  Introduction to Communication
                 Public Speaking
                 Interpersonal Communication
                 Intercultural Communication
                 Organizational Communication
                 Statistical Methods (Lab Section)

1999-2002  Associate Professor, English Department, Central China Normal University

Courses Taught:  Advanced Intercultural Communication
                 Introduction to Intercultural Communication
                 English-Chinese Translation Theory and Practice
                 Chinese-English Translation Theory and Practice

1998-1999  Visiting Scholar, Brigham Young University-Hawaii Campus
Course Taught: Elementary Chinese

Courses Assisted: Introduction to Intercultural Communication
Introduction to Literature

1991-1999 Lecturer, English Department, Central China Normal University

Courses Taught: Comprehensive English
English Listening
Introduction to Western Culture
Oral English
English Composition
English Grammar

Publications

Articles in Refereed Journals:


**Book Chapter:**


**Selected Publications in Chinese**

**Books:**


**Articles in Refereed Journals:**


**Presentations**

**Refereed Conference Presentations**

presented at the annual meeting of the National Communication Association, Chicago, IL.


**Other Presentations**


**Service**

**University and Departmental Service**

**Fairfield University**

Faculty Search Committee, 2006-2007

Admissions and Scholarships Committee, 2006-2009


College Assessment of Learning Committee, 2006-2008

**Discipline Service**

**Manuscript Reviewer**

Editorial Board Member, *Journal of Intercultural Communication Research*, 2006-present

Ad Hoc Reviewer, *Communication Reports*, 2005

**Paper Reviewer**


Instructional Development Division, National Communication Association (reviewed 49 papers), 2006


**Chairing**
Instructional Communication Intersections with Other Communication Sub-Disciplines, Eastern Communication Association, 2007

Top Four Papers in Instructional Development Division, National Communication Association, 2006

Position

Secretary, Instructional Communication Interest Group, Eastern Communication Association, 2006-2008

Professional Memberships

National Communication Association
International Communication Association
Eastern Communication Association
CO 400 Communication Philosophies, Theories, and Research Traditions

Instructor: James Shanahan/Staff
Office: 227 Donnarumma Hall
Office hours:
e-mail: jshanahan@mail.fairfield.edu
Phone: x 3414

This class, "Communication Philosophies, Theories, and Research Traditions," is designed to provide an introduction for the graduate student to the diverse and voluminous research in the area of human communication. As such, it covers an extremely wide range of intellectual, scientific, and historical material. It is a survey course, but we will deal with selected areas in depth. This course will not only introduce the areas of human communication theory and research, but it will also introduce the process of theorizing and thinking about communication. Therefore, the nature of theory, research, and intellectual inquiry is an important part of this course.

The goals of this course are:

• to achieve familiarity with all basic areas of communication research
• to understand theory and its role in understanding human communication
• to gain comprehensive knowledge of a particular area of communication
• to prepare for further research in a particular area of communication
• to understand how to learn about any particular area of communication

Apart from this, it is important to introduce a philosophical aspect into the study of communication. Communication is clearly a key aspect of human experience (if not the key aspect) and must be approached from a questioning and investigative perspective. There is certainly no clearcut science of communication, though the efforts to make one are an aspect of this course. Because 20th century academic practice is so clearly concerned with communication, we will take a very broad perspective in examining communication work both within and outside the discipline.

Assignments:

Your grade will be determined by 5 separate elements. A short paper (@10 pp.) will be completed in the early part of the semester. The topic for the paper is assigned. This is worth 20% of your grade. Class presentation is also valued at 15%.

The last three elements are related. Throughout the semester you will work on a review of a particular body of communication theory, or the work of a particular theorist. This is to encourage you to become extremely familiar with the literature of a particular area, though it need not be in an area where you wish to do further work. In fact, it might be wise to pick an
area outside of your normal interest area, since that will encourage breadth of knowledge. The first task in this assignment is to create an annotated bibliography of your area. The bibliography should be as comprehensive as possible, and include abstracts for each article, book, or chapter you cite. This can then be elaborated into the literature review for your final paper. The final paper should be a critical analysis of work done in your area of interest, including history, literature, critical analysis, and proposals for further work (@20-25 pp.). The final element in your grade is oral presentation of your findings in class, at the end of the semester.

### Summary of graded elements

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<thead>
<tr>
<th>Element</th>
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<td>short paper</td>
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<td>Bibliography</td>
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<td>final paper</td>
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<td>class presentation</td>
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<td>class participation</td>
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### Policies

All work is due on the date noted. Please do not ask for incompletes. Papers should be completed using the APA style manual. All scholarly rules of honesty apply to this course. If you are in doubt about a given practice of citation, please see me. Also see the Fairfield University Student Handbook, pp. 33-34, for relevant information.

### Week 1 Definitions of communication and the structure of communication theories

This section deals with the basics of defining communication. Though no single definition exists or would suffice, the attempts to define communication and delineate the field provide an excellent starting point for our investigations. THE following readings provide a variety of perspectives on the issue.


- R. Craig, "Why are there so many communication theories?" pp. 26-33
- K. Krippendorf, "The past of communication's hoped-for future." pp. 34 -44
Week 2  History of communication research

Communication research has evolved from ancient roots, but it has gained particular momentum in the 20th century, especially in the US but also abroad. These readings provide background on the historical developments.


Week 3  Theories of science in relation to communication

As a social scientist, it is important to grasp basic concepts from the philosophy of science. Moreover, the development of philosophies of social science have increasingly centered on communication questions. This week therefore serves a two-fold purpose: 1) to introduce the student to the nature of scientific theory and 2) to underscore the importance of communication as an integral part of doing science.


Week 4  Philosophies of communication: Symbolic interaction, social construction of reality

As with any discipline, one needs to deal with basic philosophical questions before moving on to practical and theoretical research. These readings show how sociologists and philosophers began to bring communication to the forefront of their thinking in the 20th century.
Ultimately, we will focus on the concept of the “social construction of reality,” which has dominated much communication research.


**Week 5 Rhetoric**

Communication study originated with the Greeks. In this week we will primarily focus on a single work, the *Gorgias* of Plato. This work attacks the Sophists, who claimed to be able to teach the art of persuasion, or rhetoric. Plato attempted to destroy their arguments, and in so doing called into question whether or not we as communication scholars should pursue a course similar to that of the Sophists, which was to emphasize communication form over content. We will also review Aristotle’s views on rhetoric, which came to have much more influence on contemporary communication scholarship.


**Week 6 Persuasion and attitude**

In this week we begin looking at various traditions of communication research. One concept that crosses borders or interpersonal and mass communication are the twin concepts of attitude and persuasion. Psychologists, social psychologists, and sociologists all began to show an interest in attitude change starting around the 1930s. These readings provide basic background on some theories of persuasion and attitude change.


Week 7  
Mass media

The 20th century saw new and unprecedented developments in creating ways to assemble and communicate to mass audiences. This week we begin by reviewing a variety of theories that explicate how audiences are influenced by mass media.


Week 8  
Some theories of media effects

This week continues the examination of mass media, in particular looking at theories of media effects.


Week 9  Critical perspectives on mass media

An important alternative to the mass media effects tradition comes from a critical perspective. These readings highlight ways of examining media from the perspective of power: who controls the messages, to what purpose and to what effect?


Week 10  Media and communication technology

An alternative perspective on media is to look at the impacts of the technologies themselves. This week provides perspectives on how the form of the technology influences its function.


Week 11  Interpersonal communication

This week we begin examining interpersonal communication. First we begin by looking at social scientific approaches to interpersonal communication, which have often focused on questions of influence.


Week 12  Interpretive perspectives on interpersonal communication
This week we look at more qualitative approaches to interpersonal communication.


**Week 13  Nonverbal communication**


**Week 14  Presentations**
CO 410

Perspectives & Theories in Organizational Communication

Professor: Michael P. Pagano, Ph.D.
Class Meets: 5:30 p.m. – 8:30 p.m. on Thursdays
Office Hours: before & after class & by appointment
Office: #224 Donnarumma Hall
Office phone: 203.254.4000 x2897
E-mail: mpagano@mail.fairfield.edu

Emergencies: Check Your E-Mail Before Coming to Class

Special Arrangements:
If there is a student in this class who has a need for academic accommodations due to a disability, please feel free to come and discuss this with me.

Course Description:
CO 410, this course is intended to highlight organizations and how they are created, maintained and changed through social interaction. Communicating by organizational members is essentially organizing. The course will look at organizational communication from both functional and constructivist perspectives. This is a seminar course in which you will be expected to 1) read assigned text, case studies and research articles; 2) work in small groups to develop class presentations; 3) actively participate in seminar discussions; 4) complete written assignments in APA style; 5) stay informed about course information (policies, assignments, revisions, & grades) via the course website.
Course Goals:

Throughout this course you will be expected to develop:

- Knowledge about communicating within and about organizations
- Sensitivities regarding the dynamics of organized social behaviors
- An appreciation for communication skills & influences in organizational roles & tasks
- Your graduate student skills in: research, critical listening and critical thinking, writing, & presenting

Textbook & Course Materials:


Course Policies:

- **WebCT:** you are expected to check our course on WebCT at least daily. You will have links to materials that need to be downloaded and printed prior to coming to class, as well as your grade there. Please be sure to print out the assigned material BEFORE class and bring it with you. See instruction page that is included.
- **Participation:** your participation in class discussions is essential. You are expected to be in class and prepared on each class day. Any absence from class requires that you obtain notes, handouts, etc. from a classmate. This class depends on the open exchange of ideas and information among classmates--if you choose not to respect the ideas of your colleagues, or not to discuss class topics seriously--then please withdraw from this course. We will learn from each other in this class.
- **Class assignments:** in addition to the reading there will be group & individual presentations and a research review paper
- **Assigned Readings:** Prior to each class session, you are expected to read the material assigned for that particular class. This is a seminar, therefore, it’s critical that you are prepared to discuss the readings, any outside research you’ve looked at (it will be very helpful to expose yourself to as many sources of information on a topic as possible), and your views on how the material reinforces or conflicts with the your experiences.
- **Group Presentation:** You will be assigned to a group of approximately 4 classmates. Your group will have an assignment to prepare and present to the class. Your group presentation will necessitate each member of the group contributing and the
group will all be receive the same grade, so it will be important to work closely together on the assignment & presentation. Specific guidelines are included.

- Literature Review Paper: You will need to find 7 primary research articles on a topic of your choice from the text. Specific guidelines included.
- Groups will be assigned on 1st day of class.

Note:
- No late assignments will be accepted
- Plagiarism will result in an “F” in this course & notification of the Dean
- Everyone: Be certain that your travel arrangements do NOT conflict with your group presentation date.

Grades:
- APA Quiz: 20 points possible
- Group Presentation: 30 points possible
- Literature Review Paper: 50 points possible
- Total: 100 points possible

Final Grade (points)
- A    = 93 – 100
- A-   = 90 – 92
- B+   = 87 – 89
- B    = 83 – 86
- B-   = 80 – 82
- F    = 00 – 79
Group Presentations

You will be assigned to a group with 4-5 classmates. Your group will be expected to prepare a presentation for the class of approximately 2 hours; you will lose points if your group goes too long or too short. Your presentation will be based on the material covered in the text for the week you are scheduled to present (plus outside research) and other material to make the information more easily understood by the audience. The goal of your presentation is to help the class better understand the material being presented—not just restate it.

You need to find 2 PRIMARY RESEARCH ARTICLES related to the topics in the Chapter(s) you are presenting. They need to be photocopied and distributed to the class at least 1 week prior to your presentation. You will need to work into your presentation a discussion of these articles as well (the book will be a good source for identifying primary research articles on your topic).

*Your presentations are NOT to be lectures.* It is up to your group to determine an interactive method to help the class better understand the material to be discussed and not to lecture. Some interactive methods that could be used include, but are not limited to,

- Case Studies
- Movie clips
- News articles (distributed in advance)
- Research (REQUIRED, 2 primary research articles)
- Small group work (dividing the class up to work on a related project)

There are countless other ways in which you could engage and involve the class, but it’s up to your group to come up with a successful method. Your goal is to help the class better understand the material assigned for that week—so make sure that your presentation sticks to that focus and goal.

*To receive an (A or B), every member of the group must EQUALLY participate in the presentation & its preparation and delivery.* The group (collectively) will be graded on the content, format, and interactivity of the presentation. Therefore, make certain that everyone in the group is an ACTIVE participant in every phase. There will be questions of the group afterwards and ALL are expected to know the material being discussed, not just one person knows x and another y—anyone in the group should be prepared to discuss any of the material being presented.

Please feel free to discuss with me, your ideas for class interaction, etc. Start preparing EARLY & practice, practice, practice (individually & collectively).
Literature Review Paper

Guidelines:

You are expected to write and submit a thoughtful discussion 7 PRIMARY research articles (the author(s) did the actual study). You papers needs to be typed, double-space pages and should have approximately 1 page/article reviewed and must be written in APA style. The paper should have 1” margins all around. The articles should all be related to a single topic in Organizational Communication that you have chosen based on the material in the text and our studies. Your book will be a great starting point for your research.

Your name, date, Title of the paper & course number (CO 401) should be centered on the cover page. In addition, your name and the page number (on the following line) should appear in the upper RIGHT corner of each page of your paper. The paper needs a UNIQUE, creative title related to your topic. The papers will be graded based on: your research, your critical assessment of the research, and your written communication skills (style, grammar, & spelling).

Paper Content:

Each paper will discuss an organizational communication research topic of interest to you:

► Identify 7 primary research articles from Communication or Business Journals
► Read each article
► Summarize each article and provide the key findings in APA style
  ▪ Purpose of the study
  ▪ Methods used
  ▪ Subjects research
  ▪ Key results
  ▪ Major findings, shortcomings, &/or opportunities for future research
► Write a brief 1 page Introduction about your topic
► Literature Reviews (each on a separate page) will follow the Introduction
► Write a brief conclusion that summarizes your key findings about the topic (1 page or less)
► Create an APA style Reference section for all 7 articles
► Attach a copy of the title page for each article to the back of your paper

Be sure to save a copy of all your articles, they will likely come in handy for other courses, presentations, &/or your Master’s Thesis.

To assist you in becoming a better scholarly researcher, a member of the Fairfield University Library Reference Department will come and give you a presentation (January 25, 2007) on
how to do scholarly research and find related articles online from your home or office. Please be sure to be here for this important presentation.
CO 410
Course Outline

2007

January 18 – Course introduction, policies, and grading. Chapter 1. What is Organizational Communication?

January 25 – Discussion of Literature Review paper, APA Style, & Library Research & library research presentation. (bring APA manual to class). APA quiz distributed

February 01 – Chapters 2 & 3 in Shockley-Zalabak. APA quiz due (by e-mail)

February 08 – Group C leads discussion over Chapters 4 & 5 in Shockley-Zalabak & handouts.

February 15 – Group A leads discussion over Chapters 6 & 7 in Shockley-Zalabak & handouts

February 22 – Group D leads discussion over Chapters 8 & 9 in Shockley-Zalabak & handouts

March 01 – Group B leads discussion over Chapters 10, 11, & 12 in Shockley-Zalabak & handouts. Literature Review due.
CO 420 Research Methods in Organizational Communication

This course surveys all the basic methods used in social scientific research, with a particular emphasis on communication questions. No prior knowledge of social science methods or statistics is assumed. By the end of the course, the student will be able to complete a research proposal that would lead to a study that could be published in a scholarly journal.

Instructor: James Shanahan
227 Donnarumma Hall
254-400 ext 3414
jshanahan@mail.fairfield.edu

Office hours TW 9-12

Course description: We will discuss the following topics:

- Scientific inquiry
- Building blocks of communication research
- Social science paradigms
- Deduction and induction
- Ethics
- Concepts and operationalization
- Sampling methods
- Survey research
- Experiments
- Content analysis
- Basic quantitative analysis
- Inferential statistics
- Participant observation
- Interviewing
- Qualitative analysis

Textbook:

ISBN 0-534-50778-6

Week 1: Scientific inquiry, building blocks
Chs. 1-2

Week 2: Paradigms, logic of research
Chs 3-4

Week 3: Ethics, conceptualization, operationalization
Chs 5-6 exam 1
Week 4: Sampling, Survey research  
Chs. 7-8 exam 2

Week 5: Experiments, content analysis  
Chs. 9-10 exam 3

Week 6: Quantitative analysis, statistics  
Chs. 11-12 exam 4

Week 7: Qualitative analysis  
Chs. 13-16

Evaluation

Attendance/participation 10%
4 partial exams 60%
Final paper 30%

Attendance is expected at every class unless there is a valid excuse. Students should have read the material before the class meeting and be expected to discuss and answer specific questions on it. The “partial exams” will examine students’ understanding of the material covered to date. They will consist of short answer questions derived from lectures and the readings. Each exam will cover the material discussed up to the week before the exam is given. Thus, an exam in week 3 will cover material from weeks 1-2.

Final paper

The final paper is a research proposal. It will consist of a proposal by you to examine a question that involves communication research and/or theory. The paper will be completed in stages:

Week 2: proposal for topic, 1 page
You will submit a proposal for what topic you would like to do. Because it is early in the semester, students will receive feedback on whether their topic is feasible, and/or how it can be changed.

Week 4: Annotated bibliography, page length may vary depending upon available literature
During this period you will be conducting a literature review on the topic you wish to examine. You will collect relevant studies, and create an annotated bibliography, which means that each entry in the bibliography will be annotated by you as to the contents and implications of the various studies you cite.

Week 5: Proposed questions and methods, 4-5 pages
During this period you will develop your specific research questions and/or hypotheses. These should be very explicit and testable. Along with the questions, you should develop a method for testing them. These could include any of the methods we have discussed in the class.

Week 6: Procedures/Analysis 3-4 pages
During this period you will formulate the specific procedures used to test your hypotheses. This could include questionnaire design, experimental design, content analysis design, etc. As well, you should give an idea about how the data you would gather would be analyzed.

Week 7: Final paper 15 pages, approx., not including references
During this period you put everything together in a final paper format. Most of your sections will be complete, so this will be a matter of editing and polishing the final product.

We will discuss details of the paper throughout the class, and provide examples that show what style to follow, etc.

Academic honesty

It is assumed that students are familiar with policies on academic honesty and integrity (see the Student Handbook for details).
CO 430
Written Communication

Professor: Michael P. Pagano, Ph.D.
Class Meets: Thursdays 5:30 – 8:30 p.m
Office Hours: Online & by appointment
    Office: #224 Donnarumma Hall
    Office phone: 203.254.4000 x2897
    E-mail: mpagano@mail.fairfield.edu

Special Arrangements:
If there is a student in this class who has a need for academic accommodations due to a disability, please feel free to come and discuss this with me.

Course Description:
CO 430, Explores how written communication by its very nature is drastically different from verbal and other nonverbal forms of communication. Considers the effect a printable form of communication has on the message, the sender and receiver, and the potential legal issues associated with written communication. This course focuses on the impact of written messages for intrapersonal, interpersonal, small group, organizational, intercultural, and mass media communication. Examines the historical transformation in content, style, and perception from letters, memos, and notes to the evolving electronic formats for written communication including: e-mails, blogs, chat rooms, e-networking/e-cultures, wikis, etc.
Course Goals:

Throughout this course you will be expected to develop:

- Increased understandings about written communication within and outside of organizations
- Sensitivities regarding the process for developing, writing, and revising written communication
- An appreciation for business writing skills & their role in organizational communication
- Additional graduate student skills in: research, critical listening, analysis, critical thinking, & writing using APA Style

Textbook & Course Materials:


Handouts

Course Policies:

- **WebCT**: you are expected to check our course on WebCT at least daily. You will have links to materials that need to be downloaded and printed prior to coming to class, as well as your grade there. Please be sure to print out the assigned material BEFORE class and bring it with you.
- **Participation**: your participation in class discussions is essential. You are expected to participate in both, face-to-face classes & online at least 3 different days/week. This class depends on the open exchange of ideas and information among classmates--if you choose not to respect the ideas of your colleagues, or not to discuss class topics seriously--then please withdraw from this course. We will learn from each other in this class.
- **Class assignments**: in addition to the reading there will be research, analysis, and written assignments
- **Assigned readings**: prior to each class session, you are expected to read the material assigned for that particular class.
- **Group Presentation**: you will be assigned to a group of 3-4 classmates and will be expected to prepare an INTERACTIVE presentation on the topics assigned for the date your group is scheduled to present. All members of the group must participate equally and all members will receive the same grade.
Course Policies (cont’d):

- **Mid-term Wiki:** you will be assigned a team-mate and the two of you will be assigned a written communication format to research and using a wiki you will each be expected to contribute to writing a 5-7 page, APA style, research paper on the topic. Each person will be graded on his/her contribution to the wiki, and the team will be graded on the overall critical thinking and communication in the document (50% of the grade will be team-related and 50% individual-related).

- **Research paper and individual presentation:** you will be expected to research and write a 15-20 page, APA style, research paper on a written communication topic

- No late assignments will be accepted
- Plagiarism will result in an “F” in this course & notification of the Dean

**Grades:**

<table>
<thead>
<tr>
<th></th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term Team Wiki</td>
<td>20 points possible</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>25 points possible</td>
</tr>
<tr>
<td>Research Paper</td>
<td>35 points possible</td>
</tr>
<tr>
<td>Individual Presentation</td>
<td>20 points possible</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points possible</strong></td>
</tr>
</tbody>
</table>

**Grading Scale (points to letter grade):**

See University catalog, “Quality Point Value” section under Academic Policies on page 20 to convert your points to a letter grade.
CO 430
Course Outline

Class Meets:

Week 1  –  Topic: History of written communication. Group assignments made

Week 2  –  Topic: Verbal, nonverbal, and written communication—the similarities, differences and discourse dilemmas. Wiki Team project and assignments made.

Week 3  –  Topic: How would Darwin categorize the evolution of written communication in the past 100 years? Group B presents

Week 4  –  Topic: Written communication and its role in intrapersonal, interpersonal, and small group communication. Group A presents. Mid-Term Wiki due.

Week 5  –  Topic: Written communication and its role in organizational, intercultural, and mass communication. Group D presents

Week 6  –  Topic: From e-mails to Wikis—the future of written communication. Group C presents

Week 7  –  Research paper and individual presentations due.
COURSE OVERVIEW: This is a graduate level seminar focused on understanding ethical principles, processes and problems in organizational communication. Coursework includes a comprehensive overview of the development of ethics in ancient through to contemporary thought and practices. The objective is to stimulate scholarship, critical reflection and discussion concerning the ethical agenda, problems and responsibilities of communicating and organizing socially in a variety of contexts: interpersonal, small group, public, mass, international and intercultural. Topics will include: the role of self as ethical agent, the social construction of ethics and values, workplace ethics, ethics and electronic media, and morality in business affairs, ethics in leadership and management. Participants will be encouraged to connect foundational perspectives and research traditions in organizational communication studies with cases concerning ethical performance of organizations. The ethical dimensions of communicating in the globalizing world and reciprocally-influencing understandings of organizational ethics will be discussed with the use of case studies. Broadly, student learning is focused on contemporary problematic issues in the ethical communicational performances of organizations. The course will be conducted as a seminar that will involve the participants in [a] reading the course texts, [b] presenting and discussing course materials, and [c] participating in seminar discussions.

COURSE OBJECTIVES: The seminar has three learning objectives: [a] developing knowledge of theory, vocabulary and concepts of ethics and organizational communication; [b] demonstrating personal understandings and perspectives by analyzing practical ethical problems from and in personal experience and worklife; and [c] demonstrating capacity for critical reflection on cases and conditions in the creation, conduct and relationships of ethical organizational communication.

TEXT/READINGS:

(3) Jackall, R. 2000, Moral Mazes, Oxford University Press.

SUGGESTED READING:


ARTICLES:


WEBSITES TO VISIT:

http://www.utm.edu/research/iep/v/virtue.htm
The Internet Encyclopaedia of Philosophy.

http://www.philosophypages.com
Provides information about Western philosophical traditions. Includes sites such as: The Dictionary of Philosophical Terms and Names and also provide links to other ethics sites on the Internet.

http://www.lucidcafe.com/library/96may/machiavelli.html
A short biography of Machiavelli with related links.

COURSE REQUIREMENTS: The course requires high individual motivation to learn, self-initiated scholarship, research using current data-bases and reference materials, active participation in class
discussions, and on-time presentation of individual and group seminar contributions. The learning goal is to synthesize a variety of understandings concerning the evolution and role of ethics as communication process.

**ASSIGNMENTS AND GRADING:** The final grade for each course member depends on the quality of two assignments and activities, as well as active class participation.

*Assignment A:* Each course participant has the opportunity to submit and present a detailed lecture on one topic in the course text (personal paper – 20%; personal presentation – 20%).

*Assignment B:* Each course participant has the opportunity to participate in (a) reporting a case-study and (b) analyzing a case-study to be assigned in class before the mid-term point. The paper/report is due near the end of classes in lieu of final examination (personal paper – 20%; personal presentation – 20%).

Active class participation and discussion of texts and readings as well as contributions to groups: 20% of final grade.
CO 500

Interpersonal Communication

Instructor: Michael P. Pagano, Ph.D.

Office: Donnarumma #224

Office Phone: x 2897

Office Hours: Mondays: 1:00 p.m.–2:00 p.m. & 3:30–5:00 p.m.

Wednesdays: 1:00 p.m.–5:00 p.m.

Thursdays: 1:00 p.m. – 2:00 p.m. & by appointment

Mailbox: Donnarumma #130 (before 4:30 pm)

Class Meets: 5:00 – 6:15 p.m. on Mondays & Wednesdays

E-mail: mpagano@mail.fairfield.edu

Emergencies: Check Radio & Your E-Mail Before Coming to Class

Special Arrangements:
If there is a student in this class who has a need for academic accommodations due to a disability, please feel free to come and discuss this with me.

Course Description:

CO-500, this course is intended to develop your understanding of the interpersonal communication process and its role in organizational communication. This course will provide you with some of the conceptual and research tools necessary to the study of interpersonal communication as a social science. We will concentrate on developing a systematic understanding of the process of face-to-face communication. Included in this approach will be careful attention to the study of gender & communication and how it impacts the current nature of organizations.
Course Goals:

- To develop a theoretical/conceptual understanding of the interpersonal communication process
- To become acquainted with & apply theoretical knowledge to your analysis of everyday communication
- To emphasize the role of communication in developing, maintaining, and changing interpersonal relationships (friends, families, lovers, co-workers, etc.)
- To encourage critical reading of communication research literature.

Textbook & Course Materials


Course Policies:

- **WebCT**: you are expected to check our course on WebCT at least daily. You will have links to materials that need to be downloaded and printed prior to coming to class, as well as your grade there. Please be sure to print out the assigned material BEFORE class and bring it with you. Also, this is where I will e-mail you.
- **Attendance & Participation**: your participation in class discussions is essential. You are expected to be in class and prepared on each class day. Any absence from class requires that you obtain notes, handouts, etc. from a classmate. This class depends on the open exchange of ideas and information among classmates--if you choose not to respect the ideas of your colleagues, or not to discuss class topics seriously--then please withdraw from this course. We will learn from each other in this class.
- **Small Group Presentation**: you & your classmates will give a 2-hour presentation over an assigned section of the texts. Specific guidelines included.
- **Research Paper**: you will individually author a 7-10 page APA style research paper on a gender &/or interpersonal communication topic as it relates to organizational communication.
- **Individual Presentation**: you will be expected to do a 5-7 minute presentation of your research paper.
Grades:
Small Group Presentation     60 points possible
Research Paper      40 points possible
Total                   100 points possible

Grading Scale (points to letter grade):
See University catalog, “Quality Point Value” section under Academic Policies to convert your percentage grade to a letter grade.

Note:
➢ No late assignments will be accepted
➢ Plagiarism will result in an “F” in this course & notification of the Dean
➢ Student athletes/cheerleaders: submit a copy of your team schedule ASAP
➢ Students involved in theatrical/musical productions: submit a copy of your performance schedule ASAP
➢ Everyone: Be certain that your travel arrangements do NOT conflict with mid-term, final exam, or oral presentation dates.
Small Group Presentation

Two-hour presentation done by the team (as assigned). Each person in the group MUST prepare and deliver an equal portion of the presentation. The GROUP will be graded (collectively) for its preparation, content, delivery, and participation. So, it is imperative that you work together and start early on this (after the 1st class).

**Topic:** the Group will be assigned interpersonal communication & gender reading from the two texts. The Group will then develop a presentation for the class related to that material and HOW IT RELATES TO ORGANIZATIONAL COMMUNICATION! The Group may include a portion of a movie, short-story, or book (not used in this class), or other outside material to aid in their discussion of the topic and its relationship to organizational communication. The Group’s grade (**60 points possible & everyone gets the same grade**) is going to be based on how well the GROUP assesses the material, relates it to organizational communication, and presents it—not in a lecture, but in an interactive manner to help the class understand it and relate it to our organizational communication context. Your ability to demonstrate what you learned in your Small Groups course about communicating, leadership, etc., as well as what you’re learning in this course will be important to the effectiveness, success, and grade of your presentation.

**Presentation:** the Group will determine how best to deliver the presentation—assuring that ALL members deliver equal parts (in terms of time, content, & analysis) of the presentation. Please feel free to consult with Dr. Pagano about your topic, your ideas for presenting it, outside material, etc.
**Research Paper**

You will be expected to choose a topic, either from interpersonal communication or gender theory and do scholarly research on the topic and develop a paper that explores your topic and how it relates to organizational communication.

You may take a case study approach, where you describe a particular real life scenario from an organization (not just work-related organization) and discuss how your topic and your scholarly research address the issue and help to explain the organizational communication behaviors, outcomes, etc.

Or you can do a traditional research paper where you discuss the topic, its relationship to organizational communication (in a general way) and what research has been done to explore it and explain it.

**The paper (40 points possible):** should be in APA style, 7-10 pages, and include at least 5, but no more than 8 references. You should be prepared to discuss your topic by the 3rd week of the course—so look over the Index from both texts to see what possible topics interest you and how you might want to explore them. REMEMBER, the paper must relate your topic to organizational communication! I’m happy to discuss via phone, e-mail, or f2f your ideas at anytime.

**Presentation:** you will be expected to do a 5-7 minute presentation of your paper on the final day of the course.
Course Outline
(subject to change, specific assignments
given out in-class &/or posted on WebCT)

2005

Week #1
– Topics: Introduction to Interpersonal Communication & Gender Studies.
Course introduction, policies, and grading. Read Chapters 1 & 2 in both texts. Group Assignments Made.

Week #2

Week #3
– Topics: Relational & Interpretive Competence, & Gendered Verbal & Nonverbal Communication. Read Chapters 5 & 6 in Trenholm & Chapters 5 & 6 in Wood. Group D Presents!

Week #4
– Topics: Role & Self Competence, & Gendered Family Dynamics & Gendered Education. Read Chapter 7 & 8 in Trenholm & Chapters 7 & 9 in Wood. Group B Presents!

Week #5

Week #6

Week #7
– Oral presentations of your research paper.
CO 502  
Small Group & Team Communication

Professor: Michael P. Pagano, Ph.D.
Class Meets: Tuesdays – 5:30 – 8:20 p.m.
Office Hours: Noon – 5 p.m. Mondays & Wednesdays  
& Online by Appointment
Office: #224 Donnarumma Hall
Office phone: 203.254.4000 x2897
E-mail: mpagano@mail.fairfield.edu

Special Arrangements:
If there is a student in this class who has a need for academic accommodations due to a disability, please feel free to come and discuss this with me.

Course Description:
CO 502, is a study of the communication dimensions and dynamics of small groups, teams, and networks of organizational actors. Coursework and projects focus on interpersonal processes and structures for tasking and relating effectively in organizational settings. The special characteristics of virtual teams and technology-enhanced intercultural work are also investigated.

This is an interactive, research, analysis, and skills-building course in which you will be expected to: 1) read the assigned text; 2) work in a small group to accomplish a course goal(s); 3) assess the various roles in a small group and how participation impacts outcomes and goal attainment; 5) create a group presentation and a ethnographic discussion of your group’s behaviors, accomplishments, and difficulties.
Course Goals:

Throughout this course you will be expected to develop:

- Increased understandings about small group communication within organizations
- Sensitivities regarding the process of developing, leading, and participating in small groups, teams, & networks
- An appreciation for how small group behaviors impact, positively or negatively, the outcomes of contemporary organizations
- Additional graduate student skills in: research, critical listening, analysis, critical thinking, & writing

Textbook & Course Materials:


Course Policies:

- **StagWeb:** you are expected to check “Courses I’m Taking” on mystagweb frequently. You will have links to materials that need to be downloaded and printed prior to coming to class. Please be sure to print out the assigned material BEFORE class and bring it with you.
- **Participation:** your participation in class discussions is essential. You are expected to participate in-class and in your small group. This class depends on the open exchange of ideas and information among classmates--if you choose not to respect the ideas of your colleagues, or not to discuss class topics seriously--then please withdraw from this course. We will learn from each other in this class.
- **Class assignments:** in addition to the reading there will be research, analysis, group presentations, and written assignments
- **Assigned readings:** prior to each class session, you are expected to read the material assigned for that particular class.
- **Research & analysis:** you will be expected to research your assigned topic both in the literature and in subjects and report your findings vis-à-vis your group’s presentation
No late assignments will be accepted
Plagiarism will result in an “F” in this course & notification of the Dean

**Grades:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Possible</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>25 points possible</td>
</tr>
<tr>
<td>Group Presentation (same for all members)</td>
<td>50 points possible</td>
</tr>
<tr>
<td>Ethnography</td>
<td>25 points possible</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points possible</strong></td>
</tr>
</tbody>
</table>

**Grading Scale (points to letter grade):**

See University catalog, “Quality Point Value” section under Academic Policies to convert your points to a letter grade.
Group Assignment

You will be randomly assigned to a group of approximately 4 members. Your group will be randomly assigned a presentation date in the latter portion of the course. Your group will be expected to prepare a 2-hour presentation that accomplishes the following key goals:

1. Communicate the group’s knowledge about the presentation topic based upon
   a. The chapter(s) in the textbook that was/were assigned
   b. The group’s outside research studies related to the topics in the text
   c. Additional material deemed helpful by the group
2. Generate a maximum amount of interaction between the group & the class
3. Minimize a lecture-style of presenting the information
4. Demonstrate the entire group’s contributions to the presentation and their mastery of the material
5. Illustrate the group’s creative approach to learning and educating other members of the organization (the class)

The ENTIRE group will be graded based upon the successful achievement of these goals. Therefore, it is imperative that all members participate equally and share the preparatory work and development responsibility, as well as the “face-time” in the presentation.
Research Paper

You will be expected to participate in your group and at the same time observe the group’s behaviors, outcomes, and communications. Using literature review for support, please discuss your view of the group’s role, leadership, interpersonal communication, conflict management, etc. from your perspective as a member of the group.

The goal of this study is NOT to point fingers at colleagues, but to discuss in an objective way, as a communication researcher, how your experiences in your group compared or contrasted with the theories from the book, information from the course, and findings from research studies on the topic.

Your paper needs to be written in APA Style and will be graded on the breadth and depth of your research, discussion, and communication. It is anticipated that your paper will be at least 5 pages, but not more than 7 pages in length. Be sure to discuss your literature review and research studies to support your discussion of your ethnography and your assessments.
CO 502

Course Outline

2005

Week #1 – Topic: Why is small group communication important for organizations? Course introduction, policies, and grading. Group Assignments. Ethnography, ethnomethodology, & your research paper. Read assigned material prior to the first class meeting.

Week #2 – Topic: Defining Small Group Communication. Read Chapter 1 & present group research questions and proposals.

Week #3 – Topic: Theories of Small Group Communication. Read Chapter 2 & present an overview of the group’s research progress.

Week #4 – Topic: Small Groups and Problem-Solving. Read Chapters 4 & 5. Group D presents.


Week #6 – Topic: Roles in Small Groups. Read Chapter 8 and Chapter 10 from page 319 to the end. Group A presents.

CO 522  
Communication and Organizational Leadership

Possible Professors: James Keenan, Michael Pagano
Created by J. Keenan

Course Objectives and Description: The focus of this graduate-level course is on the communication behaviors that constitute leadership. The course is taught as a seminar with participants responsible individually and in teams for investigating data and dynamics relating to leading human performances of individuals and groups in the construction of organizations the world of work. Distinctions are drawn between managing and leading. Trait, style, situational and transformational approaches to understanding leadership are critically analyzed. Rhetorical, psychological, anthropological, cybernetic, ethical and critical communication research traditions are reviewed with application to leadership. Models explore interpersonal influence, power in organizations, leading decision-making teams and task-oriented groups, challenges of globalization, and developing communication leadership skills within and across boundaries of time and space. Student projects include case studies and reviews of role-model leaders and organizations.

Course Requirements: The course requires reading and discussing the course text and reference materials related to assignments in role-model leadership.

Course Text:


Assignments and Grading:

The seminar requires [a] class attendance and active participation, and [b] completion of three [3] individual and group projects [as assigned] presented on the dates due:

- Class participation: 10% of final grade
- Assignment A [individual text]: 20% of final grade
- Assignment B [individual role model]: 20 % of final grade
- Assignment C [written group report]: 30% of final grade
- Assignment C presentation: 20 % of final grade

*Course Description [Spring, 2008]*
CO 524
NEGOTIATION and Conflict Management

Possible Professors: James Keenan, Qin Zhang
Created by J. Keenan

Objectives and Scope: The general objective of this graduate seminar is to review and explore through simulation and experiential learning the processes of negotiation in organizational communication. The seminar includes an analysis of the processes and models of negotiation in interpersonal, organizational and political bargaining. The class sessions, simulations, and team research focus on the theoretical and practical aspects of negotiating learned from labor negotiation, diplomatic relations and hostage-dominated confrontations.

The course has three main objectives:

[1] To develop and share knowledge concerning communicating negotiation;

[2] To apply learning about the varieties and dynamics of approaches and processes in negotiation within the organizational setting; and


The course will be conducted as a seminar that will involve course participants in active scholarship: reading the course texts, presenting and discussing course materials, team research, role-playing and active participation in seminar simulations.

The course will [a] focus on and review core concepts and approaches to principled negotiation as a key process in organizational communication and [b] explore negotiative process in a contemporary context: such as the conditions and positions of governmental and non-governmental groups entering into the continuing possibilities and prospects for negotiating changes relations with Cuba.

Course Texts:


[Selected case studies scholarly journal articles will augment text materials].

Course Requirements: The course requires high individual motivation to learn and help others learn, self-initiated scholarship, research using current data-bases and reference materials, active participation in class simulations, and on-time preparation and presentation of individual and group contributions.
Experiential learning about the negotiative process involves extensive referring to data sources. Preparations for the negotiation simulations will require detailed group work and will begin immediately in the course. Preparing for each group’s role and active engagement in the simulations entails searching out, organizing, analyzing and representing in-depth information relevant to the history and current conditions of the group’s role and the perspectives of other groups.

Simulations will be graded on both substance [depth and accuracy of information, facts, etc.] and form [creativity, rhetoric, argumentation, presentational skills, presentational materials, etc.]. Team performance will be graded on demonstrated collaboration, cohesiveness, quality and quantity of information, enthusiasm for advocacy, and negotiative style. Individual performance will be assessed on demonstrated preparation and cooperation, team contribution, active participation in the negotiation simulations, and quality and timeliness of individual paper[s].

Assignments and Grading: The final grade for each course member depends on the timeliness and quality of four [4] assignments as well as active class participation:

Assignment #1: Group Work: Active participation in one “negotiating team” both in-class and as part of out-of-class preparations for the five [5] simulations [40% of final individual grade].

Assignment #2: Group/team typed paper summarizing and applying the text Getting to Yes to analyzing the dynamics of/in class simulations up to the date of the assignment [20% of final individual grade].

Assignment #3: Group/Team typed paper summarizing and applying the text Getting Past No to analyzing the dynamics of/in class simulations up to the date of the assignment [20% of final individual grade].

Assignment #4: Final, individual/personal typed paper summarizing personal experience and analyzing the overall dynamics of/in all five [5] class simulations [20% of final individual grade].

Please note: Alternate assignments and grading arrangements as well as changed schedules for class activities may be developed depending, for example, on student needs and on opportunities for research and application to student work situations.
# TENTATIVE SCHEDULE OF IN-CLASS AND OUTSIDE-CLASS TOPICS AND ACTIVITIES

<table>
<thead>
<tr>
<th>Session/Day/Date:</th>
<th>Tentative Topic/Activity:</th>
<th>Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Teams start to work on preparing</strong></td>
<td></td>
</tr>
<tr>
<td><strong>A. In Class</strong></td>
<td>Introductions to course</td>
<td>for role and begin planning</td>
</tr>
<tr>
<td><strong>B. Outside-Class</strong></td>
<td>Team/Role Work</td>
<td>for data collection, position, etc.</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Each group responsible for role</strong></td>
<td></td>
</tr>
<tr>
<td><strong>A. In-Class</strong></td>
<td>Lecture: Negotiation</td>
<td>definition, books purchased;</td>
</tr>
<tr>
<td><strong>B. Outside-Class</strong></td>
<td>Work to Define, Support Role</td>
<td>preparation of position data</td>
</tr>
<tr>
<td></td>
<td>Prepare for simulation #1</td>
<td>Organize for simulation #1</td>
</tr>
<tr>
<td>3.</td>
<td><strong>SIMULATION ROUND #1</strong></td>
<td>Each group is prepared for and participates in simulation #1</td>
</tr>
<tr>
<td><strong>A. In-Class</strong></td>
<td><strong>SIMULATION ROUND #1</strong></td>
<td></td>
</tr>
<tr>
<td><strong>B. Outside-Class</strong></td>
<td>Continue to plan, revise role approaches, behaviors, etc.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td><strong>SIMULATION ROUND #2</strong></td>
<td>Each group is prepared for and participates in simulation #2</td>
</tr>
<tr>
<td><strong>A. In-Class</strong></td>
<td>Discussion of simulation #1;</td>
<td>Groups/teams prepare Assignment #2.</td>
</tr>
<tr>
<td><strong>B. Outside-Class</strong></td>
<td>Continue to plan, revise role strategies, data, responses</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td><strong>SIMULATION ROUND #3</strong></td>
<td>Each group is prepared for and participates in simulation #3</td>
</tr>
<tr>
<td><strong>A. In-Class</strong></td>
<td><strong>Paper due – Getting to Yes</strong></td>
<td>Groups/teams submit/discuss Assignment #2.</td>
</tr>
<tr>
<td><strong>B. Outside-Class</strong></td>
<td>Discussion of simulation #2; Continue to plan, revise role strategies, data, responses</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td><strong>SIMULATION ROUND #4</strong></td>
<td>Each group is prepared for and participates in simulation #4</td>
</tr>
<tr>
<td><strong>A. In-Class</strong></td>
<td>Discussion of simulation #3;</td>
<td>Groups/teams prepare Assignment #3</td>
</tr>
<tr>
<td><strong>B. Outside-Class</strong></td>
<td>Continue to plan, revise role strategies, data, responses</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td><strong>FINAL SIMULATION #5</strong></td>
<td>Each group is prepared for and participates in simulation #5</td>
</tr>
<tr>
<td><strong>A. In-Class</strong></td>
<td><strong>Paper due – Getting Past No</strong></td>
<td>Groups/teams submit/discuss Assignment #3.</td>
</tr>
<tr>
<td><strong>B. Outside-Class</strong></td>
<td>Groups prepare final agreements and implementations/time-lines/dates action-items</td>
<td></td>
</tr>
</tbody>
</table>

Created by Jim Keenan
Course Description:
This course is designed for students in various disciplines to assist them in developing an understanding and skills in the practice of consultation in both internal and external roles. The core psychological and communication principles and techniques apply equally well in business, non-profit and educational settings. The course focuses upon the psychological concepts, models, and principles for effective consultation. A variety of contemporary models will be examined. Students will be expected to develop insight into their own consultation approaches and their strengths and needs.

Course Objectives: By the end of the course, students will be able to:
- Specify the major consulting models and their assumptions.
- Explain the major ethical and process issues in consulting.
- Describe the key psychological concepts and principles in consulting.
- Enumerate the steps in the consultation process from entry to evaluation.
- Define the five levels of evaluation used in consulting assignments.
- Explain the key issues in the professional services firm development.
- Specify their own consultation strengths and areas for improvement.

Class 1 Introduction, overview and objectives
- **Internal and External consultants**
  Consulting cycle and types of interventions
  Consultant styles
- Entering: Planning and preparation
  Initial meeting strategies; resources
- Contracting: Defining the contract: objectives, assumptions, timing, etc.
  Ineffective contracting
  Communicating deliverables: Metrics
  General guidelines
  *Chapters 1-4 Flawless Consulting: Introduction and Chapter 1 The McKinsey Mind.*
  *Casey study McKinsey & Co. The Contemporary Consultant Casebook*

Class 2 Contracting (continued)
- Internal consulting: strengths and weaknesses
- Client resistance: Communication red flags
Dealing with resistance

Collecting data
  Data: kind and amount
  Collection methods
  Developing communication rapport and the relationship
  Sources of information: written and oral
  Organizing the data

*Chapters 5-9 Flawless Consulting and Chapters 2-3 The McKinsey Mind.*

*Cases Western Casualty and Bob Baker in The Contemporary Consultant Casebook*

**Class 3** Feeding data back: a Model
  Preparation and confidentiality
  Feedback to the client: Communication strategies
  Confirming the problem or challenge
  Dealing with resistance and psychological defensiveness
  Managing the feedback meeting
  Reaching agreement
  Finalizing and communicating the contract

Defining the problem
  Types of problems: interpersonal, intra- and inter-departmental, and organizational
  Relating data and problems
  Asking probative questions
  Evaluating the problem and alternatives
  Systems thinking and modeling
  Defining the solution: Setting the deliverables and metrics
  Collaborative planning: gaining cooperation and communication receptiveness

*Chapters 10-14 Flawless Consulting and Chapters 4-5 The McKinsey Mind*

*Team One presents Case of the Retiring CEO.*

**Class 4** Implementing the solution
  Client’s involvement and ownership
  Setting priorities and scoping
  Defining management and consultant roles
  Steps in implementation: vision and communication strategies
  Ethics
  Evaluating the engagement
  Conducting an evaluation: Using the five levels of evaluation
  Purposes
  Roles
  Techniques
Learning and communication
Chapters 15-17 Flawless Consulting and Chapters 6-7 The McKinsey Mind
Team 2 Two presents Case of Datavision

Class 5 Terminating the engagement
Fulfilling the psychological contract
Eliminating client dependency
Follow-up communications
Ethics
On-going relationship
References/referrals
Chapters 18-19 and Appendix Flawless Consulting; Chapter 8 The McKinsey Mind.
Team Three Presents Case of Mercer Consulting (A)

Class 6 The future of consulting
Lifelong learning
Consulting skills: communication and problem solving
Review and feedback
Professional growth and development
Consultant’s psychological renewal
Organizations
Resources
Appendices A, B, C in The McKinsey Mind
Team Four Presents the Case of Integral Consulting

Class 7 Student presentations
Individual presentations on the consulting firm selected
Review and critique
Discussion
Summary and evaluation

Course Requirements:

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<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Case Presentation (team)</td>
<td>20%</td>
</tr>
<tr>
<td>Report (team)</td>
<td>20%</td>
</tr>
<tr>
<td>Consulting firm presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Report</td>
<td>20%</td>
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Case Presentations and Reports:
Team case reports should demonstrate the students’ understanding of the concepts of consulting and their application to the case assigned. Case reports and presentations will be graded as a team project. Each member of the team is expected to bear an equal weight of responsibility and accountability. Presentation groups and cases will be assigned in the first
class. Reports should be double-spaced and not less than 8 pages. Please see Attachment A for case analysis guidelines and team assignments.

Team case presentations should be 60-75 minutes followed by a question and answer session of 15 minutes. Presentations will be evaluated on the basis of: clarity, organization, demonstration of key consulting and communication concepts and principles, quality, relevance and audience involvement.

Case Study Guidelines

As you analyze the case studies assigned in the course, there are some key factors to consider:

- Organizations are dynamic and constantly changing.
- Case studies are snapshots in time.
- Case studies are usually seen from the eyes of the decision-maker.
- You do not have to live with the results.
- Incumbents do.

Read and review the case a couple of times to fully understand it. Mull it over. Let your mind work on it. Remember there is usually no one right answer. Develop the chronology of events. Then, conduct your analysis.

As you conduct your analysis and prepare your report and presentation, ask yourself the following questions:

- How would you describe this organization?
- How does it compare with its competition?
- What is unique about it?
- How would you describe its mission, vision and culture?
- What are its major Strengths, Weaknesses, Opportunities, and Threats (SWOT)?
- What is (are) its communication strategy (ies)?
- Who are the key players?
- What model would you use to understand the organization?
- What is (are) the “real” problem(s)?
- What critical factors exist?
- What alternatives exist?
- What actions do they take? Why?
- What actions would you take? Why?
- What constraints exist?
- How would you evaluate the results?
These guidelines may not fully apply to every case due to the focus of the case. As the course develops, we will be adding other factors to consider to these guidelines.

Individual Assignments:

Individual consulting firm presentations will focus on a specific consulting firm which each student will select from a list provided. Each student will make a 10 minute presentation on the firm selected and submit a written report of 8 pages. This assignment may be carried out by conducting interviews by phone and in-person, and using internet and library resources. The topics to be covered are: brief history, demographics, mission, vision, areas of specialization, core values, culture, competitors, business development, and evaluation. Please see below for the list of consulting firms that may be selected.

Study of a Consulting Firm

From the list below select a consulting firm that you will study in accordance with the instructions provided in the syllabus. This list is not meant to be comprehensive. A student may select a firm not on this list with the professor’s permission.

Abt Associates
Avanade
BearingPoint
Development Dimensions International
Diamond Mgmt. & Technology Consultants
First Consulting Group
Hitachi Consulting
Huron Consulting Group
PRTM ICF Consulting
Infosys Consulting
Kurt Salmon Associates
Mercer Oliver Wyman
Monitor Group
Navigant Consulting
PA Consulting
Point B
Proudfoot Consulting
All University policies regarding cheating and plagiarism apply to the course assignments. Either behavior will lead to dismissal or further disciplinary action.

All students are expected to complete and submit assignments on time. If there is a medical emergency or job related emergency, the student will be expected to submit a written excuse with the supporting material.


Websites:

- www.apa.org
- www.consultingmagazine.com
- http://www.articles911.com/Consulting/ (variety of articles)
- www.careerjournal.com/industries/consulting
- http://consulting.about.com/?once=true& (issues and suggestions)
- www.consultinginfo.com/cislogo.htm
- www.hbr.com
- http://i.nl00.net/wic.cons/h/cons1003.html
- www.kendall-consulting.com (check articles and archives)
  http://web.info.com/infocom.us2/search/web/Consulting/ (websites)
- www.kennedyinfo.com/mc/overview
- http://www.managementhelp.org/org_comm/org_comm.htm
- http://www.powerful2lead.com/PPfreres.htm (check resources)
- www.resiliency.com
- www.siop.org
- www.summitconsulting.com/articles/
- www.theexecutivecoachingforum.com

Resources:


Business- Random House, Inc..


CO 526
Consulting and Problem Solving in Organizations

Possible Professors: James Keenan, Michael Pagano
Created by J. Keenan

Objectives and Scope:

This is a graduate-level seminar intended to introduce and provide experiential learning concerning the field, opportunities, methods, and practices of consulting, training and development in Organizational Communication.

CO 536 Focuses on the ways Communication Science may be used to solve organizational problems and accomplish organizational agendas. A survey of organizational issues provides the context for perceiving opportunities and requirements for internal and external consulting. Special attention is devoted to the consultant’s role in addressing both the presenting technical problem and the contextual organizational management situation. The course provides experiential learning in which teams of student consultants develop and present proposals responsive to the needs of the client. A comparison of consulting in for-profit and non-profit settings is included.

Emphasis will be given to reviewing and illustrating the many agendas and the variety of situations, approaches and practices for consulting in organizational communication. Seminar participants will have the opportunity to respond to illustrative requests for consulting services by communication professionals and to develop and present responsive proposals for state-of-the-art projects in organizational [communication] consulting.

The seminar will be carried out in three [3] parts:

Part A -- CONTEXTS: focusing on contemporary issues-topics and agenda in work organizations and the understanding of the salient features of such issues. Such issues affect, and are affected by, communication in and among work organizations in society.

Part B -- CONCEPTS: reviewing the variety of approaches and methods for consulting in and about organizational communication, and

Part C -- CONSULTATIONS: bringing it all together - focusing on simulated consultative services concerning one or more specific assignments.

Course Text[s] and Reference[s]: Individual and team learning in the seminar requires the intensive use of books and scholarly journals, and trade periodicals in the university library
and/or in area libraries. There is no course text. Several books will be placed on reserve in the University library. Assignments will require library and field research using professional journals and standard reference works in organizational communication.

**Assignments and Grading:** The seminar requires [a] class attendance and active participation, and [b] completion of three [3] individual and/or group projects [as assigned] presented on the dates due:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment A [individual]</td>
<td>25%</td>
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<tr>
<td>Assignment B [individual]</td>
<td>20%</td>
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<tr>
<td>Assignment C [individual &amp; group report]</td>
<td>25%</td>
</tr>
<tr>
<td>Proposal Presentation:</td>
<td>20%</td>
</tr>
<tr>
<td>Session</td>
<td>Tentative Topic/Activity</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------</td>
</tr>
</tbody>
</table>
| 1       | Introductions; course overview; assignments; Assignment A; OrgCom - Consulting in Organizations.... | • Sign-up for Assignment A  
• Mobilize for assignment A  
*Assignment A = Paper, presentation and discussion of one TOPIC: Use TWO articles on topic from a professional journal during Sept. 2000 - present* |
<table>
<thead>
<tr>
<th>Settings, Principles, and Practices of Consulting in Organizational Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Services to managements: realms, roles, and cultures</td>
</tr>
<tr>
<td>• Internal/external consulting situations</td>
</tr>
<tr>
<td>• Varieties of consulting</td>
</tr>
<tr>
<td>• The ConsulCube: kinds of interventions, focal issues, units of change</td>
</tr>
<tr>
<td>• Life-cycle considerations: R&amp;D consulting, maintenance consulting</td>
</tr>
<tr>
<td>• The “system” of consulting activities: planning, implementing, evaluation and follow-through</td>
</tr>
<tr>
<td>• Three approaches/types of arrangements: “vendor”, “doctor-patient”, “process consultation” -- some examples and case studies</td>
</tr>
</tbody>
</table>

**Begin preparing Assignment B Individual, typed paper**

Research texts and references (supply references) and answer the following six questions:

[a] Develop a list of consulting services related to projects in/about organizational communication. Use the “three domains” as an outline for your listing.

[b] What types of consulting firms or organizations exist? Give examples of each kind.

[c] Why do clients need/use consultants?

[d] What are the characteristics of an outstanding consultant?

[e] What does a client expect from the consultant?

[f] What does the consultant expect from the client?
<table>
<thead>
<tr>
<th>PART C: CONSULTATIONS</th>
<th>Consulting in/about Organizational Communication: Project Teamwork</th>
<th>Continue Preparations by Consulting Groups of Detailed, Professional Proposals Responsive to RFP’s. [DUE beginning: ____________]</th>
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<tr>
<td>Sessions 5-7</td>
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**Presentations by Consulting Groups of Proposals Responsive to RFP’s.**

Last class: summaries, evaluation of presentations; course evaluation

**All groups/teams**

- Each course member is expected to
  - [a] contribute fairly and equitably to the work of the group/team, and
  - [b] to make a final, business-like, professional presentation on one aspect of the group’s proposal. The work of each group must be presented both in writing [with individual contribution of each group member made apparent] and orally, with handouts, slides, etc., in an in-class, business-like “presentation to the client.”

Created by Jim Keenan
CO 528
Professional Rhetoric and Presentations

Possible Professors: David Sapp, Michael Pagano
Created by D. Sapp

Course Description: The focus of the course is on developing and practicing written and oral presentations for professional settings. Coursework includes reviewing strategies and tactics for enhancing interpersonal and social influence through the development of sound reasoning skills, audience analysis techniques, use of source materials, effective extemporaneous delivery, and the appropriate use of technological support within the organizational setting. Additional applications are considered for scholarly, scientific, policy and public arenas. The course requires the preparation, practice and critical assessment of several written and oral presentations.

Course Overview: The ability to speak confidently and convincingly is an asset to everyone who wants to take an active role in his or her workplace. This course offers students the necessary tools to produce audience-centered presentations and develop critical thinking skills. It also includes a review of techniques of argumentation, persuasion, and the use of technology in presentations. The course is about theory, practice, and reflection, so we will not only discuss what to do and how to do it, but also explore why we do it. In other words, the course will provide more than rigid rules and ad hoc guidelines about writing and delivering speeches. Our discussions will include the rhetoric of making presentations with the goal of helping students gain confidence by giving a variety of presentations, while learning more about using technologies such as computer presentation software. Many of your speeches will be audio/video recorded so that we can review your work.

Required Texts and Additional Course Materials:


Photocopy packet of additional reading materials will be supplied during class prior to due dates. The readings will be drawn from journals such as Quarterly Journal of Speech, Business Communication, Journal of Business and Technical Communication, and Management Communication Quarterly.

Course Assignments: Your performance on the following assignments will determine your final grade for this course. This means that all assignments must be turned in, and all presentations must be given.
<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage</th>
<th>Grade</th>
<th>Score Range</th>
</tr>
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<tbody>
<tr>
<td>Introductory Speech</td>
<td>ungraded</td>
<td>A:</td>
<td>93-100</td>
</tr>
<tr>
<td>Press Conference “Group”</td>
<td>20%</td>
<td>A-:</td>
<td>90-92</td>
</tr>
<tr>
<td>Workplace Presentation Responses</td>
<td>15%</td>
<td>B+:</td>
<td>87-89</td>
</tr>
<tr>
<td>Demonstration Speech</td>
<td>15%</td>
<td>B:</td>
<td>83-86</td>
</tr>
<tr>
<td>Persuasive Speech</td>
<td>15%</td>
<td>B-:</td>
<td>80-82</td>
</tr>
<tr>
<td>Professional Presentation</td>
<td>25%</td>
<td>C+:</td>
<td>77-79</td>
</tr>
<tr>
<td>Informed Participation</td>
<td>10%</td>
<td>C:</td>
<td>73-76</td>
</tr>
</tbody>
</table>
Attendance of Workplace Presentations: You will attend three workplace presentations and write 500-word critical responses and assessments to them that apply course concepts. I expect you to include brief quotes from the lecture—as well as from the texts—in these dense, well-written, and thoughtful responses. We’ll talk further about this issue in class. These responses are worth a combined 15% of your final grade and you may be asked to informally present one of your responses to the class.

Open Visions Forum: The Open Visions Forum, a campus program, schedules speakers of national and global significance to give lectures to the Fairfield University community. Several of these lectures are scheduled this semester, and I encourage you to attend at least one of them. These lectures take place in the Quick Center at the following dates and times: <tba>. If you have questions about these events, please feel free to ask me or call the University College at extension 2688.

Introductory Speech: You will present a 4-minute self-introductory speech. Your goal is not to provide the class with a general overview (or chronology) of your life; instead, you should pick an aspect of your life that you can share in detail. In doing so, the class should be able to better understand who you are and what you aim to be. This assignment is ungraded; however, I will provide you with feedback on your content and delivery so that you can reflect on your work and learn to improve.

Press Conference: Based on events in the news when the course is taught related to corporate risk management, students will role play press conferences.

Demonstration Speech: You will present a 7-9 minute “how-to” speech on a topic related to your current professional position. Delivery of the speech will be extemporaneous. You are required to cite at least two sources in the speech and on your typed outline. More details will be given to you in class. This assignment is worth 15% of your final grade.

Persuasive Speech: You will present a 8-9 minute speech on a topic that persuades your audience to make a change in belief, attitude, or behavior. Choose a topic related to your profession or workplace interests. Delivery of the speech will be extemporaneous. You are required to cite at least three sources in the speech and on your typed outline. More details will be given to you in class. This assignment is worth 15% of your final grade.

Professional Presentation: You will make a 15-minute presentation based on an academic paper. I expect you to correspond other faculty for this highly researched project. The origin of this presentation will be a paper previously written for another course; you are required to turn in a revised version of this paper on the day of your presentation. In addition to presenting this speech, you will also be responsible for introducing one of your peer’s presentations. More details will be given to you in class. This assignment is worth 25% of your final grade.

Informed Participation: Communication cannot occur effectively unless both speakers and listeners share responsibility for the interaction. Thus, regular attendance is expected. It is important to be present to learn course material, to learn from observing others’ speeches, and
to interact with and give feedback to your peers. Remember, informed participation is part of your final grade. The quality of your contribution to the class will be evidenced by keeping up with the readings, sharing examples and asking appropriate questions during discussions, and providing support and feedback to other students throughout the course. Participation is worth 10% of your final grade.

Guest Lectures: We will occasionally have the opportunity to welcome guests to our course to give presentations. Many of these lectures will be traditional academic presentations given at conferences in the faculty’s specialized discipline. Please help me make these visitors welcome to our meetings. A schedule of these lectures will be announced in class.

Cell Phones/Pagers: Please turn off your cell phones and pagers before entering the classroom.

Late Arrival to Class: If you are late for class on a speaking day, please show courtesy and respect for the speaker and wait outside until that speaker is finished. If you arrive substantially (or regularly) late for class or leave early, I may count you absent which can affect your final grade.

Make-Up Work: There will be no full-credit make-ups allowed for missed assignments. Many class activities cannot be replicated individually, and therefore, you cannot make them up. Late work, if I approve it, will carry a significant grade reduction.

Academic Honesty: Using someone else’s material for a paper or speech without giving appropriate reference is plagiarism. Using material for a paper or speech that you are using (or have used) for another class without the informed consent of your instructor is also plagiarism. Each paper and speech should be the original work of the speaker. In addition, please do not discuss the topics and/or content of other students’ speeches with anyone not enrolled in this course without the explicit permission from both the student involved and me as the instructor of the course. If you have questions about this or any other form of academic dishonesty, please feel free to ask. Plagiarism of any kind may constitute grounds for failing this course and may result in further disciplinary action at my discretion. As a member of the academic community, you have an ethical obligation to understand plagiarism.

Office Hours: I am available to meet with you in person, by appointment, immediately before or after our scheduled class meetings. You have my office phone number and e-mail address, so you should always be able to reach me or get a message to me. I supplement my traditional face-to-face office hours with online office hours. During the second week of class, we will discuss technological issues and access to my online office hours. My primary goal is to increase access you have to me as your instructor.

Disabilities: If you have, or believe you have, a disability that interferes with your performance as a student in this course, you’re encouraged to discuss this on a confidential basis with me. If you have a condition that may affect your ability to exit from the premises in case of an emergency, you are also urged, for safety reasons, to notify me. For general
questions about students with disabilities, you may call campus extension 2445 and talk with the office of Student Support Services.

Prepared by David Sapp
Course Overview:
Globalization is a complex and transformative process that influences our lives at every level. Globalization has produced the increased flow of goods, capital, people, knowledge, images, crime, pollutants, drugs, fashion, viruses, and beliefs across territorial and ideological boundaries of all kinds. This course will examine the influences of globalization on cultural representations, identities, and intercultural interactions and how this influence affects individuals, organizations, and societies. Special attention will be paid to the role of media technologies and the entertainment industries in the process of globalization. Implications of cross-cultural migrations to business, healthcare, the environment, and civil society will be considered. Movements in resistance to the contemporary economic and cultural effects of globalization are explored in an effort to support informed debate about globalization and social justice.

Learning Objectives:
- To build an understanding of globalization as an interdisciplinary problem for study;
- To explore the relationships between globalization and the various levels and contexts of communication;
- To identify the impact of globalization on some of the key concerns of communication scholars, such as cultural identity, media representations and cultural production, cross-cultural contact and relationships, international business and diplomatic relations, global conflict, and social movements;
- To develop an awareness of the central ethical and political controversies that arise from globalization, and to reflect upon and form well-reasoned positions on these issues;
To compare a variety of theoretical approaches to the study of global communication and culture;
To utilize research skills to develop a major essay on some aspect of globalization related to communication and media studies.

Course Assignments:
Final grades will be calculated based on completion of ALL of the following assignments. Each assignment will receive a letter grade. The percentage weight of each assignment towards the final grade is as follows:

- Microthemes (6 @ 5% each) 30%
- Essay on Course Readings (7-10 pages) 15%
- Facilitation of class discussion 10%
- Annotated Bibliography 10%
- Research Paper (25 pages) 20%
- Informed Participation 15%
- 100%

Overview of Assignments:

Microthemes: Microthemes are short essay exams designed to both test your knowledge of the readings and help you gather your thoughts for class discussion. Usually these will be comprised of one or two questions that ask you to synthetically explore a theme or idea from a group of readings. These may be given at the beginning of class or as take-home assignments.

Essay on and Class Facilitation of Readings: Once during the semester, each student will take responsibility for facilitating a class discussion of that week’s readings. To prepare for the facilitation, you’ll write a synthetic exploration of the readings around their key themes and issues (7-10 pages). This paper should be reproduced and distributed to the class after your facilitation. You will also prepare a number of discussion questions designed to guide us through each of the readings and that connect the author(s)’ ideas to previous readings and class discussions in order to encourage the synthetic exploration of key themes and ideas. Class facilitations are NOT presentations of the material; they are widely participatory discussions that you lead and guide.

Annotated Bibliography: You will select and conduct research about a topic under the broad framework of globalization, communication, and culture. This annotated bibliography will provide the foundation for your research paper. For each source, write an extended abstract (1 page d.s.) including a summary of the article, an assessment of the theoretical position and disciplinary focus, and key strengths and weaknesses of the source for your research goals. You should have at least a dozen sources, and a variety of types of sources (e.g., from books, scholarly journals, popular journals, newspapers, government documents, etc.), with emphasis on academic, peer-reviewed journals.

Research Paper: Based on the work you did for your annotated bibliography, you will select and conduct research about a topic under the broad framework of globalization that focuses
on communication, media, and culture. You will write a 25-page research paper on the topic you've selected. Every paper must include some exploration of the ethical and/or social justice issues related to your topic. Papers should be typed, double-spaced, in Times New Roman 12-pt font, and written in APA style.

**Informed Participation:** As this is a master’s seminar, expectations are quite high for engaging in informed discussion of course readings. Both quantity and quality of participation are important. In order to have a lively and engaging discussion each week, it is important that everyone participate. The level of the discussion should be appropriate to the level of the students in the seminar; to ensure this is true, each person must contribute to the process. This includes the willingness and ability to ask a variety of types of questions, to learn about diverse viewpoints, and to listen both critically and supportively to others. Extensive reading, learning course material, and developing a facility for discussing course material form the bulk of your final grade.

**Teaching Philosophy:** I believe that learning is a collaborative process that can be empowering for student and teacher alike. I promise to do my best to engage your interest through sharing my own passion for communication theory, research, and policy. The subject matter of this course is as exciting as it is complex, and I have tried to choose readings that reflect a variety of approaches to understanding globalization, communication, and culture. I will do my best to motivate you to learn as much as possible about the material, and to become intelligent and informed observers and analysts of one of the most transformative processes of our time. I have high expectations for the students in all of my classes. But I promise that if you actively engage with the material, follow guidelines, and seek help when you need it, you can do well in this class. I pledge to work equally hard in helping you to understand the material and to improve your ability to reflect upon, discuss, and write about it. I also encourage you to use this class to help you develop a more critically engaged relationship with the all the media you consume, to build more and increasingly satisfying (cross)cultural encounters, and to practice the skills you learn to help others better understand the processes of globalization and communication. I hope you will join me in making this class an honest, energizing, inclusive, and active learning experience.

**Grading Standards:**

**A** = Work which substantially supersedes basic requirements for the assignment or the course, which demonstrates strong critical and analytical abilities, effective written and oral expression, and original thought.

**B** = Work which meets basic requirements for the assignment or the course, which is well written, and demonstrates thoughtful engagement with course material. *A grade of B- is necessary achievement to receive an "S" for the course.*

**C** = Work which, even if it meets assignment requirements, does not reflect graduate-level thinking or writing (i.e., is not sufficiently complex, does not reflect sufficient knowledge of the field, is not expressed with sufficient sophistication).
Course Policies:

Grade Appeals: If you want to review a grade or receive more extensive feedback on your work, make an appointment during the professor’s office hours and bring your materials. Any grade appeal should be made within 2 weeks of receiving the grade.

Attendance: You should plan to attend class every day, throughout the entire seminar.

Drops & Ads: Students are expected to do their own paperwork and to know the appropriate deadlines.

Making up missed assignments: Make-up microthemes are at the discretion of the professor, and may be subject to grade penalties. Other assignments and papers are due at the beginning of class and will be subject to grade penalties for each day they are late.

Academic Misconduct: Will Not Be Tolerated! This covers all unethical practices such as plagiarism, non-attribution or fabrication of references, over-reliance on the work of a single author, excessive excerpting, etc. It is the student’s responsibility to know about proper academic conduct and to ask for clarification whenever needed. These standards may vary from culture to culture, so if you have questions, ASK!

Students with Disabilities: If you have or believe you have a disability, you may wish to self-identify.

Tentative Course Schedule

(Readings listed are examples from previous versions of this class and indicated here only as illustrations for the topics under exploration)

WEEK 1 COURSE INTRODUCTION

WEEK 2 THE GLOBALIZATION LANDSCAPE

“Stranger in a Strange Land…” Various readings from Utne Reader, 100 (July-August, 2000), 42-55.

Various readings from National Geographic, 196/2 (August 1999), 2-33.

Stiglitz, selected chapters

WEEK 3 GLOBALIZATION AND CULTURE

Tomlinson, Chapters 1-2

WEEK 4     GLOBALIZATION AND CULTURE

Tomlinson, Chapters 3-5

Thussu, chapters 5-7

WEEK 5     CULTURAL IDENTITY IN GLOBAL (IM)MIGRATION


WEEK 6     INTERCULTURAL COMMUNICATION THEORY AND ISSUES


WEEK 7  MEDIA EFFECTS ACROSS CULTURES


WEEK 8  CULTURAL IMPERIALISM AND MEDIA HEGEMONY


WEEK 9  MIXED MEDIA AND CULTURE: POSTMODERNISM AND CULTURAL STUDIES


Gajjala, R. (2000). Negotiating cyberspace/negotiating RL. In A. Gonzalez, M. Houston, & V. Chen (Eds.), Our voices: Essays in culture, ethnicity, and communication (pp. 63-71), Los Angeles: Roxbury.


WEEK 10 WHAT’S AT STAKE?: ENDANGERED LANGUAGES, LOST CULTURES

“Vanishing Cultures…” Various readings from National Geographic, 196/2 (August 1999), 62-89.


Steiner, A. (2000). English only?: Our linguistic domination of the world my be a passing fancy. Utne Reader, 102, 21-22.

Video: “The God’s Must Be Crazy”

WEEK 11 THE GAP: DEVELOPMENT, WOMEN, AND THE ENVIRONMENT


WEEK 12 COMMUNICATION AND GLOBAL ORDERS


WEEK 13 FIGHTING BACK: RESISTANCE MOVEMENTS; LOCAL, INDIGENOUS, CLANDESTINE, AND ANTI-MEDIA


Video: “This is What Democracy Looks Like”

WEEK 14    PRESENTATIONS FROM RESEARCH PAPERS
CO 540: INTERCULTURAL COMMUNICATION

SCINTO COHORT
Spring 2007, Tuesdays 5:30-8:30

Instructor: Dr. Robbin D. Crabtree
Office: 227 Donnarumma Hall
Phone: 254-4000 x3263

Office Hours: Before and after class and by appointment or on email
Email: rcrabtree@mail.fairfield.edu

Course Description

Globalization is ubiquitous – it affects the way we live, trade, travel, communicate, and conceptualize our place in this world. The spread of information, ideas, media, capital, cultural artifacts, and the enhanced (and in some cases, forced) mobility of people all testify to the increased permeability of borders of all kinds. Moreover, the U.S. society and workplace are multicultural so that interactions between people from a variety of different backgrounds is not only unavoidable it has come to be understood as vital to an organizations’ creativity and productivity. CO 540: Intercultural and International Organizational Communication is designed to help you meet the challenges of living and working in such a context, with a special emphasis on communication in and for the organization.

This course examines the relationship between communication behavior and cultural factors such as nationality, ethnicity, race, gender, class, sexuality, and religion. We will focus on cross-cultural sense making, relationships, problem-solving, and organizing with particular application to the multicultural workplace and international business encounters. The course reviews the social science research on variations in normative communication behavior based on cultural identification, and a variety of theoretical approaches to understanding the relationship between worldview/cultural values and preferred communication practices. This course will provide theoretical and practical tools needed to analyze and improve intercultural communication in your personal and professional relationships and business practices.

Teaching Philosophy

I believe that learning is a collaborative process that can be empowering for both students and teachers, and I will put a great deal of energy into this course. I promise to do my best to engage your interest through sharing my own passion for communication research, skillful practice, cross-cultural experience, and for teaching. I try to motivate and excite students to learn as much as possible about the material and to apply it in their personal and professional lives, and as responsible citizens. I have high expectations for the students in all of my classes; but if you work hard, seek help when needed, carefully follow guidelines, and actively engage with the material, you will succeed in this class. I also encourage you to
engage in honest self-reflection, to develop a more tolerant and compassionate worldview, and to practice the communication skills necessary for meaningful dialogue, healthy relationships, and that can produce ethical and inclusive work places. I hope you will join me in making this class an honest, energizing and active learning environment.

Course Learning Objectives

- Increase sensitivity to your own cultural background and its impact on how you communicate and interpret others’ communication
- Recognize the influence of cultural variables on the communication behaviors of and interaction dynamics among people of different backgrounds and social positions
- Develop skills and strategies for recognizing and overcoming challenges related to communication in multicultural organizations and international business encounters
- Increase knowledge of ethical issues in intercultural and international encounters and global economic relation
- Increase awareness of ethnocentrism in yourself and others and skills for reducing it
- Motivate greater interest in global and cross-cultural issues, experiences, and relationships based on equality and justice

Required Texts


This is an undergraduate intercultural communication textbook. Everyone should read Chapter 1 before the first night of class to orient you to the topic and the course. You will use a limited number of chapters of this book to inform your first paper. You may choose to read the remainder of the book (it’s actually enjoyable) and use it as an introductory framework for the graduate-level theoretical pieces and/or for the case study assignment. Or, you may simply use it as a source for paper topic ideas and bibliographic guidance for the research paper assignment.


This is a graduate-level text. Edited by one of the top theorists of intercultural communication, the selections in this volume have been written by the most well-known and influential scholars of intercultural communication. These chapters will form the basis of weekly class discussions, facilitated by the instructor. You are responsible for reading each assigned chapter carefully, generating a small number of questions each week to help the class move from theory to application, and participating in informed discussion of the tenets and propositions, merits and shortcomings of each theoretical approach. You may be asked to generate research
hypotheses that would apply each theory in a research or thesis project in the organizational setting, or to engage in other in-class activities related to the chapters.

A short reading packet of case studies and narrative essays distributed the first day of class

Overview of Assignments (detailed directions for assignments attached)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reflective Essay (5 pages)</td>
<td>20%</td>
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<tr>
<td>Informed Participation</td>
<td>20%</td>
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<tr>
<td>Group Case Study</td>
<td>20%</td>
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<tr>
<td>Research Paper (10 pages)</td>
<td>40%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Evaluation and Grading Standards

The task of grading reflects that I have equal responsibility for assessing demonstrated student learning in relation to course/assignment expectations and for maintaining program integrity. While grading can be an unpleasant aspect of the teaching/learning encounter, the careful discernment of quality in thought, reasoning, and communication product are an important part of academic life for students and teachers alike.

Grades on assignments will all be in letter form. These letter grades correspond to the following percentage breakdowns. Final grades also will be calculated based on this point scale (as a matter of Fairfield University policy):

- **A**  =  93-100 points
- **A-** =  90-92
- **B+** =  87-89
- **B**  =  83-86
- **B-** =  80-82

**A**  =  Superior Achievement: Work that exceeds basic requirements for the assignment or course, which demonstrates strong critical and analytical abilities, effective oral and written expression according to academic and course-established norms, creativity, and the generation of new knowledge or original perspectives.

**B**  =  Acceptable to Good Achievement: Work that fulfills the requirements for the assignment or the course, which shows sufficient effort toward and adequate achievement of expectations for writing and analysis; demonstration of engagement with course material and production of work that qualifies as “graduate-level.”

Course Policies

**Phones:** Please turn off all phones and pagers when entering the classroom. Speak with me before class begins if you need to keep your phone on vibrate for a particular reason.
Late Work: Due to the accelerated nature of this course and particular parameters of the cohort program, it is not possible to accept late assignments. True emergencies will be considered.

Academic Misconduct: Plagiarism is the appropriation of ideas, data, work, or language of others and submitting them as one’s own to satisfy the requirements of a course and constitutes theft and deceit, and is a form of unethical communication. When the ideas or words of others are presented in assignments, these ideas or words should be attributed to that source. It is your responsibility to know about proper academic conduct. Substantiated academic misconduct will result in dismissal from the program.

Students with Disabilities: If you have or believe you have a disability, you may wish to self-identify by providing documentation to the Office of Student Support Services, located in Dolan Commons (ext. 2445). We can then negotiate appropriate accommodations. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with me. For questions about the Americans with Disabilities Act (ADA), call 254-4000, ext. 2445.
Schedule of Readings and Activities

Before class begins
- Read the syllabus; peruse both textbooks to begin brainstorming ideas for the research paper
- Read any or all of Martin & Nakayama text (as time permits) to orient to the class

Week 1 (January 23) - Course Introduction
- Overview of syllabus, assignments, policies, schedule, and strategies for success
- Discuss Martin & Nakayama (focus on chapter 1)
- Lecture on Intercultural Communication as a sub-field of Communication Studies
- Prepare for first paper assignment (dyads and discussions); form case study groups

Week 2 (January 30) - Theorizing Cultural and Intercultural Communication
- Reflective essays due, discuss reflections about this assignment’s learning outcomes
- Discuss Gudykunst text chapters 1 (Gudykunst, et al.) & 3 (Philipsen, et al.)
- Discussion of Philipsen’s “Speaking like a man in ‘Teamsterville’” (reading packet)
- Exercise on cultural communication and speech codes in your work places/cultures
- Library research, online databases, and academic journals in Communication Studies

Week 3 (February 6) - Understanding Cultural Identity – Theories & Performances
- Discuss Gudykunst text chapters 10 (Ting-Toomey), 11 (Collier), and 12 (Hecht, et al.)
- Discuss Yep’s “My Three Cultures” (reading packet)
- Group 1, case study 1
- Research topics due, discuss assignment and strategies for effective papers
Week 4 (February 13) - Cross-Cultural Comparison of Communication Styles
- Discuss Gudykunst text chapters 4 (Ting-Toomey) and 5 (M-S Kim)
- Discuss McDaniel & Quasha on Japanese business communication and Lindsley & Braithwaite on Mexican business values (both in reading packet)
- Group 2, case study 2

Week 5 (February 20) - Intercultural Communication Interactions and Dynamics
- Gudykunst text chapters 6 (Gallois, et al.), 7 (Burgoon & Hubbard), and 8 (Orbe & Spellers)
- Generate hypotheses to study intercultural interactions and dynamics in your work places
- Group 3, case study 3

Week 6 (February 27) - Theories of Cross-Cultural Adaptation & Adjustment
- Discuss Gudykunst text chapters 15 (Oetzel) and 16 (Y-Y Kim)
- Application of intercultural communication theory to training & professional development
- Group 4, case study 4

Week 7 (March 6) - Final Reflections and Future Directions
- Final papers due, 5-minute presentations of research
- Reflections on the course and plans to apply intercultural communication theory in future research (theses?), your organizations, and personal relationships
- Course evaluations
Assignments

Informed Participation (20% of final grade)

The centerpiece of graduate education is the seminar. This is an environment where colleagues come together to discuss diverse perspectives, theories, and research and to consider how and why knowledge is produced, consumed, and applied. This is where new scholars become members of the discipline and the academic community at large. It is the site where future research and knowledge are conceived.

My expectations are high for your engaging in informed discussion of course readings. Both quantity and quality of participation are important. In order to have a lively and engaging discussion each week, it is important that everyone participate. The level of the discussion should be appropriate to the level of understanding of the students in the class; to ensure this, each person must contribute to the process. This includes the willingness and ability to ask a variety of types of questions, to learn about diverse viewpoints, and to listen both critically and supportively to others. I expect you all to reach in your thinking and discussion, learning to engage in abstract critical analysis as well as sound argument. Participation includes discussion of readings, engaging in application exercises (large group, small group, or dyad), and generating/sharing illustrations.

Sharing stories, experiences, and personal examples is one of the important crafts of teaching and learning, but to do it well requires thoughtful and strategic discernment. Be sure your examples are tightly connected to the concepts being discussed, and that sharing the example is motivated by a desire to animate course content. Choose a concise mode of storytelling, in order to focus on the aspects most relevant to the class discussion. Keep in mind that accelerated classes are challenged by too much information and not enough time, so we want to avoid unproductive tangents.

The default grade for participation in a graduate seminar is an A, which assumes you show up to class each week, complete all the reading, fully engage with the group in discussion and interaction, and make contributions to developing a collaborative learning environment that is both challenging and mutually supportive.

Reflective Essays (20% of final grade) – Choose one of the following two options:

Choice #1 – Cultural Identity Analysis
Based on Martin & Nakayama chapters 2, 3, and 4, reflect on your own cultural identity. You may define “cultural” in terms of ethnic, racial, religious, gender, sexual, physical ability, and/or other types of identity discussed in these chapters, but some aspect of your reflection must deal with what your identity means and how it functions within the contemporary U.S. socio-political landscape in terms of privilege, marginalization, (non)dominance,
(in)visibility, etc. That is, while you may choose to focus on ethnic heritage, you may not ignore race or gender.

Use specific references to information in the chapters (paraphrasing, terminology, and quotations) about the social construction and interactional nature of identity, and how the various aspects of your identity flux in salience and intensity depending upon the context and/or your conversational or relational partner(s). Discuss some of the ways you communicate your identity to others verbally and nonverbally (chapters 5 & 6 might be useful here), as well as how others read your identity. Consider how the attributions about your identity have changed over time, and how your awareness of your identity has evolved.

This paper *may* include some storytelling (in order to relate your own cultural history), as well as reflection on your feelings about your identity. But it *must* include specific indications that you have read and understand the relevant chapters in relation to the social construction and symbolic significance of cultural identity, and that you can apply those concepts analytically to understanding your own cultural identity in context(s). Be genuinely reflective about your own thoughts, feelings, values, etc. and how they influence your communication.

**Choice #2 - Intercultural Competence Self-Assessment**

Based on Martin & Nakayama chapters 8, 9 and 10 or 11, assess your own intercultural communication competence from a past relationship or interaction event. Choose an intercultural interaction with a friend, someone at work, a classmate, or during an international experience. Briefly describe the relationship, event, interaction, or conflict, and your and the other person’s cultural identities as a set-up to your discussion. Identify the cross-cultural differences that are most important in understanding this particular relationship and interaction dynamic.

This paper *may* include some storytelling (in order to set up the situation or relationship, but it *must* include specific indications that you have read and understand the relevant chapters and can use them as a framework to *analyze* (explain) the intercultural dynamics of the interaction, including the specific verbal and nonverbal behaviors that were used and how they were (mis)interpreted (chapters 5 & 6 can be useful here) *Assess your* communication competence: What did you do right? Wrong? What thoughts and feelings influenced your behavior? What were the consequences of your behavior on the other person and the interaction? Base your assessment on the textbook; don't just give your own opinions as to why things worked or didn't work.

In your conclusion, make some suggestions for the improvement of your own intercultural communication competence. What would you do differently next time? In what ways can your increasing knowledge of, motivation for, and skills in intercultural communication improve this relationship or the next similar event? Be genuinely reflective about your own thoughts, feelings, values, mistakes, etc. and how they influenced your communication. Don't be afraid to admit your own ethnocentrism.
KEYS TO DOING WELL ON THE FIRST PAPER

- This paper should be at least 5 numbered pages (at least 1500 words). Please use 12-point Times New Roman font, one-inch margins (you need to check the default margins, which are usually set at 1.25), and double-spacing. Use APA for all in-text citations.

- While you will rely on (and cite) specific ideas and passages from the chapters in Martin & Nakayama, write in the first person and in a somewhat less formal style than a research paper.

- Do not use a title page (simply put the information on the first page) or a reference page (unless you use sources beyond the Martin & Nakayama text). Any reference page must be in APA.

- Think of writing as a process: (1) the first draft is brainstorming and may entail just getting thoughts onto paper in stream-of-consciousness style (some of us do this in our heads); (2) the second draft entails organizing ideas into an essay based on your sources, and should include a process of outlining with clear objectives in mind; and (3) the third draft is a polished, well-written, well-supported exploration that clearly fulfills the assignment and realizes your thesis.

- Enjoy the opportunity to reflect in a meaningful way on yourself and your experiences.

Case Study Group Presentations (20% of final grade)

All students should glance at the cases prior to week 2 of the class in order make an informed selection, and all students should read each case carefully prior to the class when that case will be presented.

For 45 minutes of each class period during weeks 3 – 6, groups of two or three will prepare some kind of activity (role play, simulation, or other kind of facilitation) based on one of the case studies in the reading packet. While specific tasks taken on by group members may vary, all group members should participate equally in preparation and facilitation of the case study assignment.

Steps for Case Study Preparation:

Select a case study that is not being used by another group (you may need to do some online or in-class negotiating). The group that agrees to facilitate in week 3 will get first choice of cases.

Identify the communication issues in the case, as well as the central cross-cultural issues and challenges. Make note of the specific communication behaviors that are most problematic in the case, and the cultural variables that seem to be most influential in the interactions, interpretations, and issues that arise in the case.
Decide on a creative and effective way to get the entire class to engage in a thoughtful analysis of the case. Prepare any necessary materials (scripts, props, discussion questions, etc.) that will be needed. Humor is a welcome learning tool as long as it’s designed to heighten student participation, mastery of concepts, and application of theory. Beware of relying too heavily on stereotypes.

As a group, introduce the case in any way that meets your overall objectives for the activity and facilitate the group activity or interaction.

Debrief the group, including providing your analysis of the case and/or bringing the analysis out in group discussion. Make connections to the theories discussed that week or in previous weeks. Consider providing (or invite the group to generate) individual and organizational communication strategies for overcoming the challenges presented by the case, or those that arose in the activity.

In order to control for unforeseen outcomes (sometimes our activities bomb, or our props fail or people don’t take role plays in directions we anticipated, etc.), provide the instructor with a short (2-page) summary of your group’s plan. Include a brief discussion of why you thought your chosen approach would be effective for getting the group to engage meaningfully in the particular case study and to apply course concepts. Indicate what you expect will occur during the activity if it goes as planned, and the learning outcomes you hope to achieve.

**Learning objectives for this assignment include:**

- Applying course concepts in simulated situations for generalization to organizational life
- Creating a more dynamic and participatory learning environment
- Building collaborative and analytical skills
- Understanding the role of case studies and simulations in intercultural training

**Research Paper Assignment (40% of final grade)**

The research paper will be submitted the last day of class and should be 3000-3500 words long (about 10 pages, not including title page, abstract, or references; it should be typed, double spaced, in Times New Roman 12-point font with 1-inch margins). Start thinking about a topic that interests you from the first day of class (or even before the class begins, by flipping through the two course texts). You can consult with me regarding your ideas any time – feel free to use email abundantly for such communication. Topics will be due for my approval the third week of class.

This paper allows you to explore different perspectives on issues in intercultural and international communication, as well as your own thoughts, perceptions, and opinions about its application. Thus, astute observations, thoughtful analyses, and creative ideas must complement your ability to summarize and synthesize what you have read. Your paper should
have the formal quality of a scholarly product. You need to cite sources that inspire you, those that you want to criticize, and those that support your argument. While you may refer to articles/chapters from our course texts (picking those that we did discuss in class is a plus), you must have at least 10 outside sources, the majority of which should be scholarly journal articles (use the skills you learned in Dr. Pagano’s research class; a list of databases/indexes appears below). Limited use of trade journals and news publications can also be useful. The bibliography must be in APA style. When in doubt, help can be obtained at www.stylewizard.com.

In evaluating your paper, primary considerations will be the extent to which it displays your intellectual engagement with course concepts, your ability to find and effectively use sources from the primary literature, your efforts to apply previous research to make suggestions for improved research and professional outcomes, and your paper’s adherence to the traditions of academic writing in the field.

Suggested Outline for Research Paper:

**Introduction to the Topic – 2 pages:** Provide a context for your topic in terms of the current international/intercultural issues and trends in the social world and in the academic research arena. Your sources are a guide on how to do this, though your introduction should be tailored to your specific purpose. You must have a clearly stated THESIS in the first two paragraphs of the essay, a rationale for why this topic is important to study, and a preview of what you will cover in your paper. The paper should have a clear intercultural and/or international focus and be clearly related to communication behavior, technologies, and/or practices; exploration of the topic may be interwoven with discussion of the larger processes of globalization if relevant.

**Exploration of the Topic – 5-7 pages:** Review the ideas and research of other writers and integrate the ideas you’ve gathered in your research around some central issues of concern to communication scholars and organizational contexts. Cite the text, course readings, and outside sources as you explore the topic and build your argument, following APA guidelines for in-text citation, use of direct quotes, etc. The organization of the paper might be chronological, charting the historical development of a trend you recognize; topical, examining 2-4 characteristics of your topic or approaches to its study; or in the form of an argument (problem-solution, compare & contrast, refutation, consciousness raising). Your topic and the sources you rely on should suggest the appropriate organization; rely on rhetorical concepts and strategies from Dr. Sapp’s course. Use subheadings to organize the discussion.

**Conclusion/Implications – 2 pages:** Part of concluding a paper is giving a summary of the key points of your paper in a way that brings all the threads together in relation to your argument. You also should make some suggestions about where research should go from here, perhaps based on what seem to be weaknesses in previous research, or a new research agenda that seems needed. One of the most important aspects of concluding a research paper
is discussing the implications of your research to current social/cultural issues and/or organizational practices as raised in the introduction.

KEYS TO DOING WELL ON THE RESEARCH PAPER:

- Choose a topic that you are genuinely interested in; this interest should come across. Explore your paper topic with the instructor to be sure you’ve fully considered your approach to it; take advantage of available guidance.

- Be sure to focus on the topic from the perspective of the field of communication studies; you should also focus on concerns of multicultural organizations or international business encounters.

- Think about current issues that are related to your topic and use them to grab attention and ground your paper in contemporary issues of relevance (i.e. why should we care? Why is it important to study this topic?)

- Rely on the texts in addition to the other sources as groundwork for your paper. Course texts are very useful for broad set-up, examples, and background issues, just as journal articles are good sources for specific research findings. Cite the various authors wherever you are relying on their ideas to guide you. You may use sources from other classes, as well. Emphasize scholarly articles, chapters, and books (with a secondary emphasis on trade publications or “serious” periodicals).

- Early topic selection and casting a wide net on the first pass to find sources will facilitate your research and writing process. Use the bibliographies in the best sources to guide subsequent searches, and use the bibliographies in your textbooks and class readings, as well.

- Useful Journal Databases include: ComAbstracts, Communication & Mass Media Complete, Expanded Academic ASAP, EBSCO Host Electronic Journals Service, Google Scholar, LexisNexis Academic, LexisNexis Business, PAIS International & Archive. These are available by logging on to Stagweb and entering the DiMenna-Nyselius Library, clicking on Library Databases, and choosing Communication or Business/Industry under the Social Sciences listings. Many of these are full-text databases, some of the journals indexed will be available in the Fairfield University library, and others are available via inter-library loan.

- If you have writing problems, be sure to use the multiple drafts writing process. I am happy to look at a second draft, but no later than a week before the paper is due. Emailed drafts receive general feedback; if you see me before or after class or in a special face-to-face appointment, I will work with you much more intensively on the writing and organization.

- Make sure your paper is proof-read for typos, grammar, and for sense (not just spell-checked). Good papers are interesting, well researched, and eloquent. They engage the reader in an intellectual journey through contemporary social, political, professional, and/or personal issues in relation to the subject matter relevant to this course.
CO 541: International Communication

Instructor
Gisela Gil-Egui
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E-mail: ggil@mail.fairfield.edu
(Please note: I check for, and respond to e-mails several times a day from Monday to Friday, but not during weekends or holidays. Therefore, if you send me an e-mail on Saturday, Sunday, or during a holiday break, chances are you won’t get a reply from me until the following business day).

DESCRIPTION

This course provides an exploration of the geopolitical forces that shape the flows of media messages worldwide, as well as an overview of the economic and regulatory structure of media industries worldwide. It surveys theoretical perspectives that attempt to explain the ways in which different institutional frameworks affect mass communication within and across regional borders. In this sense, the course is designed to offer students opportunities to discover a comprehensive picture of common and interdependent processes underlying the individual development of media industries in each region. Students also learn about emerging market and research trends concerning international media. Issues related to free flow of messages, social responsibility, universal access, intellectual commons, participatory communication, developmental communication, and cultural diversity in the global exchange of media messages are addressed through discussion of current, real-life cases, as well as through design and execution of an original research project. (3 credits).

OBJECTIVES

After successful completion of this course, students will be able to:

• Recognize and differentiate major institutional and economic models governing media industries worldwide, as well as structural factors affecting media exchanges across national borders.
• Understand the impact of the institutional models mentioned above on people’s access to, and control over, mediated communication activities in different geographical contexts.
• Critically analyze issues related to freedom, equality, and balance in international mass communication
• Adopt a historically located and culturally sensitive perspective when faced to other nations’ and regions’ mediated communication practices.
• Apply major theoretical perspectives and research trends within the area of international media.
READING LIST:

Throughout the course, students will read chapters or articles from the following sources:


- Additional reading materials from other texts, academic journals and trade publications will be provided by the instructor.

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EVALUATION

- 1 final research project exploring the status of a foreign media industry or media market: **45 points**.
- 2 partial exams: **20 points** (10 points each).
- 4 in-class case studies: **20 points** (5 points each).
- Participation: **15 points**.

**Final research project (foreign media outlet/market report):** Students will design and conduct a research project on current issues concerning a major non-US media product, outlet or market, and compare it to an equivalent US media product, outlet or market. This evaluation involves generating and analyzing first hand data, and generating a conference-quality paper. The results of such a research will be presented in class and posted online on a web page especially set for this course.
**Partial exams:** Two different exams will be administered during the course --one in the middle of the semester and the other by the end of the semester. Each exam will partially evaluate students on course’s content covered during each period.

**In-class case studies:** Throughout the semester, students will critically analyze four current cases or trends related to international, based on data and materials provided by the instructor. In doing so, student will answer specific questions pertaining to such case or trend. It is expected that students not only provide their opinion when answering these questions, but explain processes and contextual issues underlying the cases at hand, by effectively connecting their responses with concepts and theories covered in class.

**Participation:** It is expected that, previous to each class, students will have read the corresponding reading assignment(s) and come prepared to actively and effectively participate in class discussions.

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**TIMELINE**

**WEEK 1: INTRODUCTION / OVERVIEW**

- Rules of the game. Historical overview and major regional models: regimes, industries, infrastructure, distribution, and consumption.

**WEEK 2: OVERVIEW (CONT.) / MEDIA INDUSTRIES AND AUDIENCES IN NORTH AMERICA**

*Reading assignments:* 1) “Approaches to theorizing international communication,” by D. K. Thussu [handout]; 2) “Some media issues (the state of Canadian media),” by T. J. Thomas, Canadian Library of Parlament. [handout].

- Major theoretical approaches: propaganda, modernization and developmental theories, cultural and structural imperialism, free flow of information, political economy theories, systems theory, the public sphere, cultural studies perspectives.

- Mass Media in the US and Canada: A tale of two paradigms. The liberal and the social-responsibility models of media governance.

**WEEK 3: MEDIA INDUSTRIES AND AUDIENCES IN WESTERN EUROPE**

*Reading assignments:* 1) UNESCO book, chapter 18; 2) “Broadcasting services,” by OECD (Communications Outlook 2005).

- **Problem statement for final research project due.**

- Mass Media in Western Europe: Between the state’s social responsibility and market pressures. The democratic corporatist model of media governance.
- First in-class media case analysis: Global and local dynamics of the recording industry. Foreign language rock & rap.

WEEK 4: MEDIA INDUSTRIES AND AUDIENCES IN EASTERN EUROPE

Reading assignments: UNESCO book, chapter 16.


WEEK 5: MEDIA INDUSTRIES AND AUDIENCES IN ARABIAN MIDDLE EAST AND NORTHERN AFRICA


- Literature review for final research project due.

- Traditional, reformist, and liberal governmental approaches to media industries in the Arab region. Approaching media issues in the region through a cultural studies perspective.

WEEK 6: MEDIA INDUSTRIES AND AUDIENCES IN ASIA AND AUSTRALASIA

Reading assignments: 1) “Globalization and media development in Asia’s four tigers: Singapore, Hong Kong, Taiwan, and South Korea,” by P. Ang et al. (International Communication: Concepts and Cases.); 2) UNESCO book, chapter 15.

- Change and continuity in the Indian and Chinese media systems. Local production, piracy, governmental control, private entrepreneurship, and domestic responses to broader socio-political transformations. Approaching media issues in the region through a cultural studies perspective.

- Japanese and Australian media: technological diffusion, identity formation, and content counter-flows in the two Pacific giants. Approaching media issues in the region through a systems theory perspective.

WEEK 7: MEDIA INDUSTRIES AND AUDIENCES IN SUB-SAHARAN AFRICA

Reading assignments: UNESCO book, chapter 13

- Methods for final research project due.
- Media infrastructure, developmental plans and nation building in Africa. Approaching media issues in the region through system theory, modernization, and developmental perspectives.

WEEK 8: PARTIAL EXAM 1

- First partial exam

WEEK 9: MEDIA INDUSTRIES AND AUDIENCES IN LATIN AMERICA

**Reading assignments:** 1) UNESCO book, chapter 17; 2) “Grandes gigantes: Media concentration in Latin America,” by S. Waisbord.


- **Second in-class media case analysis:** Bollywood, Hong Kong, and other successful experiences of the film industry in the developing world.

WEEK 10: INTERNATIONAL REGIMES OF GOVERNANCE

**Reading assignments:** Chapters 1 and 2 from “The Politics of World Communications” by Cees Hamelink.


WEEK 11: ALTERNATIVE MEDIA SYSTEMS IN THE WORLD

**Reading assignments:** 1) “Small media and revolutionary change: a new model,” by A. Sreberny-Mohammadi and A. Mohammadi (Media in Global Context); 2) “Towards a definition of mainstream and alternative media,” by the Media Day project.


- **Third in-class media case study:** Comparing framing of news and agenda-setting across different geo-cultural contexts
WEEK 12: EMERGING TRENDS AND ISSUES

_Reading assignments:_ 1) UNESCO book, chapter 8; 2) “Global patterns and issues,” by A. B. Albarran and S. M. Chan-Olmsted (Global Media Economics).

- The forces and limits of media consolidation. Copyrights, enclosures, and the preservation of the common intellectual heritage. Media convergence and the global digital divide. Communicational imbalances and their implications for the definition of a universal right to communicate.

WEEK 13

- _Fourth in-class media case study: migrations, diasporas, culturally hybrid media outlets, and the constitution of fluid identities._

- _Presentation of research projects conducted by students._

WEEK 14

- _Presentation of research projects conducted by students (cont.)._

- _Written reports of final research projects due._

SECOND PARTIAL EXAM (TO TAKE PLACE ON OFFICIAL DATE FOR FINAL EXAMINATION)
CO 543: The Information Society

Instructor
Gisela Gil-Egui
222 Donnarumma Hall, ext. 3043
E-mail: ggil@mail.fairfield.edu

Description
What are the distinctive historical elements of what many commentators have come to term “the information age”? In this course, students will explore the dialectic dynamics among actors, technologies, and institutions that determines distribution and uses of information in society. This course surveys phenomena, trends, and theories related to emerging information and communication technologies (ICTs). Through a combination of theoretical and practical enquiries that emphasize historical, ethical and critical thinking, the course introduces participants to academic and non-academic perspectives on new media. 3 credits.

Objectives
• To familiarize students with traditional and new approaches to the interplay of technology, culture and society.
• To explore contemporary structural changes (i.e., what has been commonly termed as the emergence of “the information society”) from a historical and international perspective
• To understand current processes of social interaction and human creation in light of relevant and emerging communication theories
• To help students develop critical and ethical views about technology adoption, access, uses, and effects.

Outcomes
By the end of this course students should demonstrate ability to critically assess, both verbally and in written, the impact of emerging information/communication technology on society. Students should also demonstrate ability to articulate relevant theoretical notions in the formulation of original research on issues related to the course’s content.

Readings List
Throughout the course, students will read chapters or articles from the following sources:


Additional reading materials from other texts, academic journals and trade publications will be provided by the instructor.

**Evaluation**

- **In-class participation** 10 points
- **Term paper and presentation:** 45 points
  1. Topic Proposal: 5 points
  2. Literature review: 10 points
  3. Annotated URLs: 5 points
  4. Oral presentation: 10 minutes
  5. Written essay, including discussion of current trends/issues related to topic of paper, and conclusion connecting paper to any relevant theory covered in class: 10 points
- **2 partial exams** 30 points (15 points each)
- **Regular contributions to course’s blog** 15 points

**TOTAL** 100 points

**In-class participation:**
It is expected that, previous to each class, students will have done the corresponding reading assignment(s) and come prepared to answer questions posed by the instructor.

**Partial exams:**
Two different exams will be administered during the course, one in the middle of the semester and the other by the end of the semester. Each exam will partially evaluate students on course’s content covered for the corresponding half of the course.

**Term Paper:**
Students will design and conduct a research project on current issues relevant to the course’s subject. This evaluation involves generating and analyzing first hand data, and generating a conference-quality paper. The results of such a research will be presented in class.
Contributions to the course’s blog:
Students are expected to make regular contributions to a blog specially created for
this course that will keep track of news and resources related to ICTs and access
to/uses of information in society. To earn the maximum grade for this evaluation
variable, students must post at least one weekly relevant material (i.e., briefly
annotated URL) throughout the whole semester, except for those weeks when a
different assignment is specified by the instructor and/or scheduled in the course’s
syllabus. Weekly postings must be made by 6:00 p.m. each Friday, except when
otherwise specified in the syllabus.

Timeline and reading assignments

WEEK 1

Introduction, class policies and rules, details for upcoming assignments.

- The information age and its major dichotomies: revolution or continuity?
  Utopia or dystopia? Integration or balkanization?

  READINGS:
    and S.Livingstone (Eds.), Handbook of New Media (Updated Student

WEEK 2

- Defining information: major perspectives

  READINGS:
    policymakers. Telecommunications Policy, Sept., 233-242 [handout]
    Chapter 3: The concept of information, pp. 40-64.
    Chapter 5: Related concepts, pp. 80-113.

WEEK 3
• Adoption perspectives: diffusion of technology, critical mass, social construction of technology, play theory, uses & gratifications, creative destruction

**READINGS:**
* Bucy: pp. 59-64
* Haddon: pp. 13-30
* Lievrouw and Livingstone: pp. 183-199

**WEEK 4**
• New media texts (hypertexts, convergence, presence), new media readings (interactivity, structure v. agency, info overload)

**READINGS:**

**WEEK 5**
• Individual identity and self-presentation
  • **RESEARCH PROJECT: Problem statement due**

**READINGS:**

**WEEK 6**
• Social identity and social networks: Gemeinschaft / Gessellschaft

**READINGS:**
* Haddon: pp. 71-85
WEEK 7
- Real and virtual realms in organizational and institutional settings.
- **First partial exam**

**READINGS:**
* Robins and Webster: pp. 192-218

WEEK 8
- Surveillance, data mining, and privacy
- Preliminary grades and mid-term course assessment

**READINGS:**
* Bucy: pp. 322-332
  * Haddon: pp. 117-133
  * Robins and Webster: pp. 192-218

WEEK 9
- Information as a commodity: economics of information, copyrights and intellectual enclosures, electronic commons

**READINGS:**

**WEEK 10**

- The Digital Divide: a comprehensive approach

  **READINGS:**

**WEEK 11**

- New technologies and the public sphere
  
  **RESEARCH PROJECT: Literature review and annotated URLs due**

  **READINGS:**
  * Robins and Webster: pp. 111-130

**WEEK 12**

- Globalization, localization, and glocalization: the intersection of material and virtual geographies

  **READINGS:**
  * Robins and Webster: pp. 238-260
WEEK 13

- Between old and new epistemological models

**READINGS:**

* Bucy: pp. 33-49

WEEK 14

- **RESEARCH PROJECT: Students’ presentations of projects**

WEEK 15

- **RESEARCH PROJECTS: Students’ presentations of projects – Final date to post final version on the StagWeb.**
- Review for second partial exam

SECOND PARTIAL EXAM ON DATE DEFINED IN COURSE BOOKLET FOR FINAL EXAMINATIONS.
CO 548
Health Communication

Professor: Michael P. Pagano, Ph.D.

Class Meets: 2:00 p.m. – 4:30 on Tuesdays
Office: #224 Donnarumma Hall

Office Hours: 5:00 – 6:00 p.m. on Mondays
1:00 – 2:00 p.m. & 4:30 – 5:00 p.m. on Tuesdays
8:30-9:30 a.m. & 12:00 – 1:30 p.m. on Thursdays

Office Phone: ext. 2897 (e-mail is preferred)
Mailbox: Donnarumma #130 (before 4:30 pm)
E-mail: mpagano@mail.fairfield.edu

Emergencies: Check Your E-Mail Before Coming to Class

Special Arrangements:
If there is a student in this class who has a need for academic accommodations due to a disability, please feel free to come and discuss this with me.

Course Description:

CO-548: Health Communication will examine the processes and complexities of health communication. The primary purpose of this course is to provide an understanding of the methods and symbols used to communicate information about health. This course will evaluate and explore the multidimensional processes used to create, maintain, and transform complex scientific realities into everyday healthcare information for providers, patients, families, etc. In addition, students will work in 2-person groups and observe and evaluate the health communication skills and behaviors of upper-level nursing students in their clinical experiences with patients in the community.
Course Goals:

- To develop a theoretical/conceptual understanding of health communication
- To become acquainted with some major theoretical perspectives related to current health communication scholarship
- To illustrate major areas of study within health communication
- To develop an awareness of the complex nature (both scientific and emotional) of health communication and the symbolic processes used to relay that information
- To encourage critical reading of health communication research literature.

Textbook & Course Materials


Library Reserves (5 articles and books).

Course Policies:

- **WebCT**: you are expected to check our course on WebCT at least daily. You will have links to materials that need to be downloaded and printed prior to coming to class, as well as your grade there. Please be sure to print out the assigned material BEFORE class and bring it with you. Also, this is where I will e-mail you.
- **Attendance & Participation**: your participation in class discussions is essential. You are expected to be in class and prepared on each class day. Any absence from class requires that you obtain notes, handouts, etc. from a classmate.
- **Assigned Readings**: Prior to each class session, you are expected to read the material assigned for that particular class. You will be expected to be prepared to discuss the readings, your thoughts about them, and your views on how the material reinforces or conflicts with your experiences. Each member of the class will be expected to lead a discussion at some point during the semester. The goal will be to encourage an open dialogue, not to lecture on your viewpoint.
- **Group Presentation**: You will be assigned to a group of approximately 3-5 classmates. Your group will have an assignment to prepare and present to the class. Your group presentation will necessitate each member of the group contributing and the group will all be receive the same grade, so it will be important to work closely together on the assignment & presentation. Specific guidelines are included.
➢ **Research Project & Report:** you will need to choose a health communication topic and have it approved. You will then need to research and write a 15-20 page paper in APA Style.

➢ **Oral Presentation:** you will be expected to present an overview of your research paper to the class (8-10 minutes) at the end of the course and be prepared to answer questions on your conclusions.

**Grades:**

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<thead>
<tr>
<th></th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10 points possible</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>15 points possible</td>
</tr>
<tr>
<td>Group Presentation (all members of group)</td>
<td>20 points possible</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>15 points possible</td>
</tr>
<tr>
<td>Research Paper</td>
<td><strong>40 points possible</strong></td>
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<tr>
<td>Total</td>
<td><strong>100 points possible</strong></td>
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</tbody>
</table>

**Grading Scale (points to letter grade):**

See University catalog, “Quality Point Value” section under Academic Policies to convert your points to a letter grade.

**Note:**

➢ No late assignments will be accepted
➢ Plagiarism will result in an “F” in this course & notification of the Dean
➢ Student athletes/cheerleaders: submit a copy of your team schedule ASAP
➢ Students involved in theatrical/musical productions: submit a copy of your performance schedule ASAP
➢ Everyone: Be certain that your travel arrangements do NOT conflict with mid-term and final presentation dates.
Group Presentations

You will be assigned to a group with 3-5 classmates. Your group will be expected to prepare a presentation for the class, approximately 2 hours long, you will lose points if your group goes too long or too short. Your presentation will be based on the material covered in the text for the week you are scheduled to present (plus outside research) and outside material, formats, techniques, etc. to make the material covered from the textbooks, more easily understood by the audience. The goal of your presentation is to help the class better understand the material being presented—not just restate it.

Your presentations are NOT to be lectures. **It is up to your group to determine an interactive method to help the class better understand the material to be discussed and not to lecture. Some interactive methods that could be used include, but are not limited to,**

- Case Studies
- Movie clips
- Short stories (distributed in advance)
- News articles (distributed in advance)
- Research
- Small group work (dividing the class up to work on a related project)

There are countless other ways in which you could engage and involve the class, but it’s up to your group to come up with a successful method. Your goal is to help the class better understand the material assigned for that week—so make sure that your presentation sticks to that focus and goal.

*To receive a high grade (A or B), every member of the group must EQUALLY participate in the presentation: its preparation and delivery.* The group (collectively) will be graded on the content, format, and interactivity of the presentation. Therefore, make certain that everyone in the group is an ACTIVE participant in every phase. There will be questions of the group afterwards and ALL are expected to know the material being discussed, not just one person knows x and another y—anyone in the group should be prepared to discuss any of the material being presented.

Please feel free to discuss with me, your ideas for class interaction, etc. Start preparing EARLY & practice, practice, practice (individually & collectively).
Course Outline
(Subject to change, specific assignments given out
In-class & posted on CO 548 on WebCT)

September 04 - Course introduction, policies, and grading. Why Study Health Communication?


September 25 - Topic: The Role of Narrative in Health Communication. Read Chapter 3 in du Pré and Chapter 4 in Lederman.


October 09 - No Class, Columbus Holiday.


October 23 - Mid-Term Exam (chapters 1 through 6 in du Pré’ & 1, 4, 17, 10, & 13 in Lederman).


November 20 - Research Day!

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 04</td>
<td>Topic: Health Campaigns, do they work and how do they communicate? Read Chapters 13 in du Pré and Chapters 19 &amp; 20 in Lederman. GROUP D Presents</td>
</tr>
<tr>
<td>December 11</td>
<td>Course Review &amp; Discussion!</td>
</tr>
<tr>
<td>December 17</td>
<td>Research Paper &amp; Presentations due! @ 9:00 a.m.</td>
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</table>
**CO 560**  
*Master’s Thesis Seminar*

Professors: James J. Keenan, Ph.D.,  
Michael P. Pagano, Ph.D.

Office Hours: individually assigned

Offices: Donnarumma Hall:  
#223 Dr. Keenan / #224 Dr. Pagano

Office phone numbers: 203.254.4000  
x2839 Dr. Keenan/ x2897 Dr. Pagano

E-mail: keenan_jim@hotmail.com  
mpagano@mail.fairfield.edu

**Course Description:**

*CO 560*, this course is intended to help you develop and carry out your Master’s Thesis. Working independently, one-on-one with your Thesis advisor you will be expected to: 1) identify a topic of interest for your Master’s Thesis; 2) create a unique research question to explore; 3) thoroughly research your topic; 4) develop a Master’s Thesis proposal for approval by your advisor.
Course Goals:

Throughout this seminar you will be expected to develop:

- Increased understandings about academic research, APA style, and scholarly writing
- Sensitivities regarding the process for developing, writing, and revising, a Master’s Thesis proposal
- A topic in organizational communication to explore, research, and discuss in your Master’s Thesis
- Your graduate skills in: research, critical listening, analysis, critical thinking, & scholarly writing

Textbook & Course Materials:


Course Policies:

- Participation: this course will be focused on your critical thinking, scholarly research, and one-on-one interactions with your Thesis advisor.
- Your proposal will be evaluated and approved by your Thesis advisor

Please Note: your Thesis (not your proposal) will need to be approved by your Thesis advisor (the same person who was your proposal advisor) with input from one other faculty member. The additional faculty reader will be either Dr. Pagano or Dr. Keenan (whoever was not your advisor).
**CO 560**

**Course Outline**

**NOTE:** this outline only reflects major milestone dates and class meetings—one-on-one interactions with advisors will be ongoing and mutually determined by advisor and graduate student.

**2007**

November 06 – Group meeting with Advisors: Dr. Keenan & Dr. Pagano. Advisees assigned, and major milestones discussed. Read text on writing Master’s Thesis proposal throughout the course, as assigned by your advisor.

POSSIBLE DATES, to be worked out with your advisor.

November 13 – Topic and primary research question for Thesis e-mailed to Advisor for discussion and approval.

December 10 – Twenty literature reviews on Thesis topic & References section completed and sent to advisor.

December 17 – Draft of 1-2 page Introduction and ½ page Methodologies sections, plus revised literature review and References sections sent to advisor.

January 10 – Proposal submitted to advisor for final approval.
(Sample title page for proposal – Font = Times New Roman or Courier, 12 point/APA)

(Your Creative Title goes here)

By: ____________ (your name)

A proposal for a thesis to be submitted in partial fulfillment of the requirements for the Master’s Degree in Communication

Department of Communication
Fairfield University

Thesis advisor: Dr. _____ (your advisor’s name)

Date

Proposal needs to contain the following sections:
Title page (see above)
Introduction on Thesis topic (not your research) 1-2 pages
Literature Review (20 primary, scholarly research articles or books) 25 pages
Research Questions (1 primary and 3-5 secondary questions) 1 page
Research Methodology 1 page
Time-line (for Thesis milestone dates) 1 page
References 2-3 pages

Expected proposal length = 31-35 pages.

Remember, everything, except the time-line will be used in your Thesis (Introduction & Methodology sections will be expanded, but Literature Review, Research Questions, and References sections will be essentially done when the proposal is approved).
## Appendix C
### Budget

<table>
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<tr>
<th>Year (FY)</th>
<th>Projected # of Students</th>
<th>Avg # Credits</th>
<th>Projected Hours</th>
<th>Per Credit Rate</th>
<th>Total Projected Revenue</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
<td>Summer</td>
<td>Fall</td>
<td>Spring</td>
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<tr>
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Note: Use 1/2 academic yr hours = 2.05 based on research.
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<th>Year (FY)</th>
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<th>FT Faculty Fall</th>
<th>PT Faculty Spring</th>
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<th>Unique Marketing/Recruitment Expenses</th>
<th>Total Direct Expenses</th>
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Notes and Clarifications related to Graduate Communication program budget:
- New faculty lines estimated at $80K, calculated using estimated salary for asst professors, plus 38% benefits.
- Adjunct pay rate calculated at $4800 per course for model purposes; increased by $200 per year as potential inflation
- Year 1 includes regularizing the current visiting faculty line
- Year 1 includes a stipend for a graduate program director
- Year 3 includes stipend for graduate program director plus part time assistance in A & S Deans office (12K)
- Years 3 and 5 include additional faculty lines; to be evaluated based on actual enrollment
Appendix D
Sample Student Curricula Based on Interests/Focus
(Nov 2007)

*Students with the following interests may choose courses accordingly. These are not envisioned as rigid tracks or sets of requirements, though they may guide marketing efforts.*

<table>
<thead>
<tr>
<th>Professional Goals →</th>
<th>Business Sector</th>
<th>Educational Sector</th>
<th>NGO/Non-Profit</th>
<th>Healthcare Sector</th>
<th>Ph.D.-bound</th>
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<tr>
<td>Suggested Course Selections ↓</td>
<td>(Sales, MK, MG, HR)</td>
<td>(Teacher, Administrator)</td>
<td>(Admin, Grants, Proj. Coord.)</td>
<td>(Clinical or Administrative)</td>
<td>(in Comm or other fields)</td>
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<tr>
<td>Comm Foundations</td>
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<td>CO 400 Phil, Th, Res</td>
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<tr>
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<td>CO 502 Group/Team</td>
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<td>CO 524 Negotiation</td>
<td>CO 522 Leadership</td>
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<tr>
<td></td>
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<td>CO 542 Technologies</td>
<td>CO 550 Social Justice</td>
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<td>CO 526 Consulting</td>
<td>CO 498/499 Practicum</td>
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<tr>
<td>Allied Coursework (up to 2)</td>
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<td>AS, ED, PY, TL</td>
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<tr>
<td>Thesis or Project</td>
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<td>CO 561 or CO 571</td>
<td>CO 561 or CO 571</td>
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### Appendix E Learning outcomes by course

<p>| Learning Objectives | 400 | 410 | 420 | 430 | 440 | 500 | 502 | 524 | 526 | 528 | 530 | 531 | 535 | 540 | 541 |
|---------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Explore alternative theories | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   |
| Interpret literature &amp; empirical data | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   |
| Analyze interaction and issues in orgs | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   |
| Effective problem solving |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Effective Oral Comm Skills | X   |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Effective Writing in Org | X   | X   |     |     |     |     |     |     |     |     |     |     |     |     |
| Effective Academic Writing | X   | X   | X   | X   |     |     |     |     |     |     |     |     |     |     |
| Group/team comm. skills |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Appreciation for ethical issues | X   |     |     |     |     |     |     |     |     |     |     |     |     |     |
| Effective leadership |     | X   | X   |     |     |     |     |     |     |     |     |     |     |     |
| Critical listening &amp; thinking | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   | X   |</p>
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<th>Learning Objectives</th>
<th>Courses in which each learning objective is a <em>significant</em> focus</th>
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<td>Interpret literature &amp; empirical data</td>
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<td>Analyze interaction and issues in orgs</td>
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APPENDIX F  Departmental minutes

Department of Communication
Meeting Minutes
11-9-07

Present:  Jim Shanahan (JS), Jim Keenan (JK), Maggie Wills (MW), Sallyanne Ryan (SR), Gisela Gil-Egui (GG), Qin Zhang (QZ), Michael Pagano (MP) and David Gudelunas (DG).

Meeting called to order at 2 pm by chair JS

I.  JS introduced what would become a lengthy discussion of the proposed on-campus MA program in Communication by asking if everyone read, reviewed and was ready with comments on the proposal he had prepared. [page numbers here refer to page numbers on the proposal document]
   A.  Faculty offered some general language changes.
      i.  GG was first out of the gate, asking if we had an obligation to meet a total of 20 incoming students each year (p.5). JS explained caps would be carefully maintained and students would inevitable be in and out of the program at various times.
      ii. GG did not like the word “strategic” on the second bullet point on p.6. “Informed” should be substituted.
      iii. On the second bullet point, p. 6, SR suggested changing “improvement” “advancement.”
      iv. GG asked if the bullet point, p. 6, offered too much leeway to people other than the faculty of the department to grant admission to students. JS noted that “in consultation” was already noted there and that ultimately decisions on admissions are those of the faculty.
      v. GG asked for a citation on the p. 11 footnote. JS said not a problem.
   B. GG asked for clarification on the differences between 560/561 and 570/571, MP explained they were the same thing.
   C. JS noted that the proposal stresses how the program connects to the University’s Jesuit mission, to the larger field of communication, and the objectives of the University’s strategic plan. The program was also one that is academically rigorous and intellectually appropriate.
   D. MP asked about the logistics of grad students taking comm classes at the 300 level for 400 level credit.
      i. JS noted this worked at Cornell fine.
      ii. SR and MW worried that faculty could be forced to take grad students in undergrad classes when the University wanted to conserve resources.
      iii. JS noted that having grad students in undergrad classes required faculty approval and could not be forced upon anyone. Faculty who do agree would need to create extra assignments and assign additional readings for the grad students.
      iv. DG asked if undergrads could take grad classes. JS said no.
v. MW noted Crabtree, p. 29, is still identified as chair of dept. and that she (MW) is now an associate professor.

vi. SR noted that faculty listed in the proposal are those currently approved to teach in the program but that others may be added later at the discretion of the faculty in the department.

E. The logistics of grad students taking courses outside of comm. at Fairfield.
   i. JS noted he would have to get permission from departments on campus with appropriate offerings including American Studies, math, marketing, nursing and so on. He noted he remove from proposal (p.19) example allied programs that had no grad offerings. JS NOTE: Faculty later agreed to keep enrollment options open to all departments.
   ii. SR asked if six credits outside of comm. was too many outside credits. JS noted this is a positive thing: that comm. is fundamentally interdisciplinary and that this helps students create individualized programs.

F. JK asked “who is this document for and does it work?” opening up a broader discussion of the proposed MA program. JK had a question about what exactly is “inspiring” about the proposal. He asked what was missing.
   i. GG noted this was an internal document.
   ii. JK suggested we remove reference to “old grad comm.” program
   iii. DG thought it to be important we address this program as a serious academic one, not “resurrecting” grad comm. or bringing the corporate cohort program onto campus.
   iv. JS said the proposal was written to answer potential questions by future committees who would be reviewing it. He asked JK to be more specific as to what exactly he wanted to see.
   v. JK asked “where is the idea of the humanness?”
   vi. SR noted we had administrative support and we had to be certain this program also now gets general faculty support.
   vii. JS said he’d be happy to include in the proposal whatever JK suggested.
   viii. MP suggested a purpose statement upfront that captured the spirit of the proposal. JS, being a spirited guy, said he would attempt to do that. JS NOTE: JS later distributed a purpose statement, which was accepted by the faculty.
   ix. SR noted that this proposal does and should note the department is building on success (of undergrad program, corporate cohort program) and not acting without precedent.

G. JS said next steps were for faculty to send syllabi to be included with the proposal.

H. DG made a motion to vote to support the proposal in principle subject to suggested changes. SR seconded. Faculty voted unanimously “Yes.”

Meeting adjourned at 3.50 PM.
Meeting minutes respectfully submitted by David Gudelunas (who made a 4.01 train that day).
APPENDIX G     CAS Dean’s Approval

Subject: MA in Communication
Date: Tuesday, November 27, 2007 10:09 AM
From: Poincelot, Raymond <RPoincelot@mail.fairfield.edu>
To: "Shanahan, James" <jshanahan@mail.fairfield.edu>
Cc: "Bayne, Steven" <sbayne@mail.fairfield.edu>, "Peterson, Susan (Arts & Sciences)" <SPeterson@mail.fairfield.edu>, "Daniele, Jean" <JDaniele@mail.fairfield.edu>, "Grossman, Orin" <OLGrossman@mail.fairfield.edu>
Conversation: MA in Communication

Dear Jim,

I have completed my review of the Master of Arts in Communication. The Program proposal is excellent in many ways. It is likely to become the prototype for future graduate programs at Fairfield. The curriculum is planned carefully and thoroughly, the revenue sharing model bodes well for the future, and the spirit of the President's Strategic Plan, Goal 3, is met. Resources are sufficient and the integrity of the undergraduate major in Communication is protected. Given the market outlook, it is time to implement this program. You have the full endorsement of the Dean for this Program proposal, which should now move to the Arts and Sciences Curriculum Committee. Good job!

Best,
Ray

Raymond Poincelot
Interim Dean, CAS
APPENDIX H  ASCC Approval

Arts and Science Curriculum Committee

Draft Minutes of the Meeting of Dec. 11, 2007

Present: Professors Steven Bayne (Chair), Sara Brill, Jessica Davis, Shannon Harding, Laura McSweeney, Joan Weiss, Maggie Wills, Ron Davidson, Danke Li, and Dean Raymond Poincelot

The meeting commenced at 3:30 p.m. in CNS 100

Announcements:
Bayne (Chair) announced that the next meeting will be on Feb. 12 in CNS 100. We will review new course proposals.

Approval of minutes of Nov. 13, 2007
Motion to approve the minutes was moved by Brill and seconded by Wills. Davis and Weiss suggested the following corrections: 1. On page 4, lines three and four, change the sentence “While the Biochemistry major would be housed in chemistry there would be oversight by the Biology department.” to “While the Biochemistry major would be housed in both Chemistry and Biology, there would be oversight by the Biology department.” 2. On page 4, line 5, add “s” to “department.” 3. On page 4, the second line of the second paragraph, change “budgetary” to “administration.”

The minutes were approved with the above amendments. 9 were in favor with one abstention.

LAC 373, Internship in Latin America and the Caribbean Studies Program

Marie-Agnes Sourieau, Director of the Latin America and the Caribbean Studies Program, explained that the course was originally proposed as (LAC 295) last year. It was rejected because Crabtree, who reviewed the course said that it did not fit the parameters of a Service Experience Course. Sourieau revised the description of the course after receiving suggestions from LACSP faculty and changed the numbering of the course to be consistent with the CAS general practice. This course is important to the LAC program, the College, and the University because it promotes service and learning and contributes to the university’s strategic plan. Student demand for the course is strong and we also have many contacts in Latin America and the Caribbean (for example, UCA) to accommodate student demand.

Dean Ray Poincelot commented that it is a great addition to the junior semester study abroad program. Sourieau explained that this program is really an internship course. Students who participated in it all have positive comments and asked for the continuation of the program. Last year some members of the A&S UCC raised questions about the evaluation of the program. Because the objectives of this internship program entail a close correlation between academic accomplishment and on-site service, the credits and grades that students receive will be determined by both a Fairfield University supervising faculty and a designated on-site service supervisor. The on-site supervisor will write a detailed letter of
evaluation for the service performed, which will be part of the overall grade. Sourieau went to Nicaragua to investigate the internship program. Overall, it was very successful.

UCA and our other contacts in Latin America and Caribbean provide many internship possibilities. For example, Brian Walker will take a group of FU students to UCA to do a science research. UCA students will come to FU to do science research as well. Some of the students who will participate in the internship program at UCA are individually designed majors of the LAC program. We have a confirmed individually designed major and another is in the process.

Weiss remarked that internships are great. Scientific research is different from internship and is an independent study. Sourieau explained that Walker is interested in doing research about coffee plantations in Caribbean and is developing a connection with the internship course of the LAC program. The LAC program is also interested in including science faculty. LAC 373 can be cross-listed with many departments and programs.

Weiss suggested that LAC 373 and science research are two projects and two courses. One is the internship and another is a science research independent study course, though there is flexibility in the course. Poincelot and Harding agreed with Weiss that they are two courses.

Sourieau mentioned that cost is always a concern for students’ participation in internship programs. LAC program has solicited financial support and free lodging to ease the burden. LAC has developed an internship program in Bolivia and lodge will be free there for FU students. It also found a donor in Nicaragua who will help our students do internship in that country and will provide some money to pay for students’ air tickets. Weiss questioned how to let students know that there is money available. When thinking about an internship in a foreign country, people would assume that it is very expensive. Sourieau reassured people that LAC’s internship programs are inexpensive. LAC has brochures that will inform students about the costs, requirements, etc.

Davidson commented that internship had the advantage of home-stay. Bayne remarked that when LAC 373 is cross listed with individual department. Faculty in both departments has to approve it and the course has to be forwarded to the A&S UCC for approval case by case.

Sourieau told the committee that approval of who goes to where for the LAC internship program is currently case-by-case according to students’ ability. UCA will work out ways to accommodate the needs of our students. Davidson wanted to know whether the program’s requirement of 120 hours minimum of service for a four to six week summer internship is comparable to other internship programs. MS’s answer was yes.

Harding: Motioned to table the discussion of independent research issues to our next meeting and moved to approve LAC 373. Poincelot commented that science students can take it as independent study. Harding questioned whether A&S UCC has to approve it, if students want to do it this summer. McSweeney believed that Biology students can do it as an independent research course. Poincelot said that if science students want to take it, it can be taken as their own independent study. It is easier for science students.

McSweeney seconded Harding’s motions. LAC 373 was approved unanimously with the understanding that independent research will be considered as a second course to be discussed in our next meeting.

MA in Communication Proposal
Jim Shanahan, Chair, Communication Department came to the meeting and explained the program and answered questions. Shanahan explained that the proposed program is an on-campus program leading to a Master of Arts degree in Communication. It will be an addition to the department’s cohort program. It is a more general open-enrollment program that will not only meet the needs of a variety of students but also enable us to better compete with other local institutions that offer Master’s programs in Communication. Now it is the right time for FU to have this program. Given our geographical location, we will be able to attract students.

Weiss questioned about full and part time faculty teaching in the program. Shanahan said that both part-timers and full-timers will teach courses for the program. The Communication Department has a lot of teaching demand in its cohort program. Although it is hard to project the future of the cohort program, faculty members in the department as a whole feel that they will do well in the graduate program as well. The department is ready to move the program forward. The timing is right and there is a market for this kind of program. It fits well with Fairfield’s Jesuit mission for communication. This program is good for the department and will benefit the faculty. It will provide opportunities for faculty to interact with graduate students and force faculty members to update their scholarship, which in turn, will benefit undergraduate students as well. It will help the department develop a good reputation which will be good for the college and the university. Shanahan further explained that the program is currently focused on a more general curriculum in order to attract more students. In the future, if the program expands, new faculty lines and programs will be added with even possibilities of offering on-line courses.

Davidson asked whether the Communication Department has consulted the Dean and the VAP about faculty involvement. He also questioned that if the program does not go well, where the added faculty will be housed. More importantly, Davidson questioned whether the projected new lines for the program will take away lines necessary for other parts of the University. Shanahan believed that if enrollment is as good as it is projected, the program will generate enough money to cover the needs of the program and more. Poincelot reassured that new positions for this program have to be self-financed and will not affect the existing lines and budget for other departments in the university.

McSweeney questioned what kind of impact the proposed graduate program will have on the teaching of undergraduate program in the department. Shanahan explained that 8-9 faculty members are now teaching graduate program. With the decreasing number of student in the cohort program, some of the faculty members who are teaching the cohort courses will be able to teach graduate program. Part-time faculty members have been hired to teach for the graduate program as well. Now even with sabbaticals and course releases for some faculty, the department is doing fine with undergraduate teaching. In the next two years, more faculty will be back to teaching. In year three, some new faculty will be added to the department. Two third of the new faculty’ work load will go to undergraduate teaching. Although currently all faculty in the department are qualified to teach for the graduate program, not everyone is interested in it. Graduate teaching improves faculty’ intellectual level and can help undergraduate students as well.

Weiss noted that on p. 22 of the program proposal, it says: “The foundational courses will all be taught in the 14 –week, 2hr/week (28 contact hour) format…,” and that 28-hour program seems to be short for a graduate program. McSweeney pointed out that standard
graduate program requires at least 30 hours. Bayne also felt that 28 hours are too short. McSweeney thought that 30-hour program may be state-mandated. Shanahan will check about it.

Weiss asked if fulltime students in the proposed program take three courses each regular semester, do they do research in the last semester. Shanahan replied that students could start research projects before the last semester.

Weiss questioned the list of Fairfield University employees on p. 22. Shanahan explained that it was listed because of the budget issue. If many FU employees take the courses, the program will lose revenue. Weiss also questioned about the requirement for graduate students of the proposed program to take 300 level courses outside of the Communication Department. Shanahan replied that most 300 level courses will be taken in the Communication Department. If outside course have to be taken, the faculty who teach those courses will reach an agreement with the students and the Communication Department. Weiss also raised the question about CAGR. Shanahan believed that it stands for combined annual growth rate.

Bayne noticed that on p. 6, it stats that “Students are expected to attain and maintain a B average in the graduate coursework in order to remain in good standing in the program.” However, on p. 19, the requirement is B in each course. Shanahan believed that the requirement for cohort program is overall B average. However, the requirement for the proposed graduate program is B or better average on each course. Pencelot reinforced the point that the graduate program has to maintain a high standard. Shanahan agreed and commented that the department does not like students to get C’s for some courses and A’s for others. 95% of similar MA programs in the US require a B or better grade for each course.

McSweeney raised questions about advising listed on pp. 21-22 and was concerned about whether the Communication Department has enough faculty to do the graduate advising without interfering with undergraduate advising. Shanahan answered that now the department has enough faculty to do the advising for both. If demand increase and a faculty member has to do an extra large load of advising, the department will consider compensation. The Communication Department will look at the American Studies model and see how it can improve its own system. How much advisor/student interaction for thesis research will be determined by the faculty supervisor and the student advisee. Most likely in research phase, it will be 1-1 and ½ hours per week as part of the faculty’s work load. Weiss questioned whether there is financial compensation for advising thesis research. She once advised a senior capstone research thesis and was compensated. Pencelot pointed out that if a senior has to graduate and a faculty member does an independent study with the senior, there is money for it. Weiss commented that if a faculty member advises two independent studies and spends 1-1 ½ hours with each weekly, he or she should be compensated. Shanahan remarked that faculty will love the compensation idea.

Harding commented that it is a lot to advise 20-30 graduate students per year. Shanahan corrected that it will be about 15 students, not 20-30. Harding pointed out that according to the thesis research requirement on p. 21, if the program grows and when more students reach the thesis research phase, the demand for faculty advice will increase tremendously. Shanahan believed that if the number of graduate student increases, the number of faculty will increase as well. Faculty know the time and load involved. Good planning and fair load distribution will help the department meet the challenge. Weiss noticed that it is very challenging for the Communication Department to meet the demand of advising
a large number of undergraduate and graduate students in the proposed program. Pincelot suggested that Shanahan should check with Sue Peterson about possible stipends for graduate advising. Shanahan expressed that the department will adapt the existing practice on campus.

McSweeney pointed out that there are some typos in the document. Shanahan thanked Weiss and Bayne for correcting typos.

Wills motioned to approve the proposed On-campus program leading to a Master of Arts in Communication. Davidson seconded it. Bayne noted that our approval is for the program itself pending the changes discussed above and that no new courses have been presented or approved at this time. Weiss commended that the Communication program is well crafted. The motion passed unanimously.

**Adjournment**

A motion to adjourn was moved by Davidson and seconded by McSweeney. All were in favor. The committee adjourned at 5:00 p.m.

Respectfully submitted,

Danke Li
Committee members in attendance: Peter Beyers, Mike Cavanaugh, Rao Dukkipati, Susan Franzosa (ex-officio), Orin Grossman (ex-officio), Wendy Kohli, Sallyanne Ryan, Carl Scheraga (chair), Joyce Shea, Marie-Agnes Sourieau, and Emily Smith.

Invited Guests: Jim Shanahan (chair, Communication, CAS) and Pat Calderwood (Curriculum and Instruction, GSEAP)

1. Prof. Scheraga called the meeting to order at 3:30 p.m.

2. Prof. Scheraga distributed copies of the January 31, 2008 meeting minutes, prepared by Prof. Kohli. Members were asked to review the minutes and submit their vote to accept/reject the minutes to Prof. Scheraga as soon as possible, given that those colleagues who addressed the EPC on January 31 (re: Residency of the Computer Science Program) have requested copies of the January 31 meeting minutes for their future deliberations.

3. Prof. Scheraga also distributed copies of the “Proposal for Biochemistry Major” from the Department of Chemistry and the Department of Biology, asking the EPC members to review the document in preparation for the next meeting on March 27.

4. Program Proposal: On-campus program leading to a Master of Arts in Communication: Prof. Shanahan (Chair, Dept. of Communication, CAS) provided an overview of the specified program, reviewing the history of graduate education in Communication at Fairfield University, describing the recent success of the cohort model (focused on the study of organizational communication), and highlighting the current “interest, drive, and capacity” of the Communication faculty to develop an on-campus graduate program. Prof. Shanahan indicated that the specified proposal was prepared through a highly collaborative process, reflecting the strengths of both the undergraduate program and the cohort program in Communication. He also reported that the university’s market research suggests a potential graduate program focus on health communication, organizational communication, and “pro-social communication” (i.e., “communication for the common good”).

Given that the substance of the on-campus M.A. program is detailed in the specified proposal, Prof. Scheraga opened the meeting to questions. Prof. Beyers asked Prof.
Shanahan if the cohort program would continue once the on-campus program is established. Prof. Shanahan responded that the existing cohort program remains “workable” for corporate groups, although current market conditions indicate that the cohort program will remain small. Also, he reported that some corporations seek a “certificate program” for their employees, rather than a full-blown M.A. program, and, University College offers (and plans to continue) such a program. Prof. Shanahan, emphasizing the long-standing collaboration between the Department of Communication and University College, suggested that the “certificate program” could serve as a “feeder” for applicants to the proposed on-campus M.A. program. Prof. Shanahan asserted that the Communication faculty remain open to negotiations with University College, assuming that development efforts will not undermine the quality of the undergraduate Communication program.

Prof. Kohli, referring to “Appendix D: Sample Student Curricula Based on Interests/Focus” (see specified proposal, p. 278), pointed out several opportunities for collaboration between the Department of Communication and the GSEAP. The proposed courses linked to the “Educational Sector” should interest students enrolled in the GSEAP, for example. Prof. Shanahan welcomed suggestions for collaboration.

Prof. Dukkipati, referring to “Appendix C: Budget” (see specified budget, p. 277), described some aspects of the projected budget as particularly “low/modest” in comparison to other program proposals. Prof. Shanahan indicated that Judy Doboi, AVP-Enrollment Management, prepared the budget projections, adding that the existing library resources are relatively good, given the size of the undergraduate Communication program, and new research resources are expected as new faculty members are hired.

Prof. Smith asked about the issue of faculty teaching priorities, given the potential need to staff undergraduate Communication courses, corporate cohort courses, and on-campus graduate Communication courses simultaneously. Prof. Shanahan explained that those Communication faculty members who have taught in the cohort program have done so as part of their normal teaching loads or as a compensated overload. He stated that faculty members will continue to divide their time between the various programs based on their teaching interests, emphasizing the genuine commitment to maintain the quality of the undergraduate program while building a quality graduate program; plus, new faculty lines are expected as the on-campus graduate program develops. Also, Prof. Shanahan, reiterating that University College is fully aware of the department’s plans for an on-campus graduate program, pointed out that decisions related to the cohort program are made in consultation with an advisory committee and no one expects to expand the cohort model. Some seats are set aside for University College students in select undergraduate Communication courses.

Questioning completed, Prof. Scheraga thanked Prof. Shanahan for his time/effort. A brief discussion of the proposal followed, highlighted by AVP Grossman’s comments about how the current budgetary practices often hinder collaboration between schools: Where does revenue count, for example, when students from CAS shift to part-time status and University College takes over their management? Prof. Dukkipati asked about national accreditation for the proposed on-campus graduate program, and Prof. Ryan indicated that there is no accreditation
agency *per se* for graduate programs in Communication, but the proposal reflects best practices in graduate education in Communication.

Prof. Beyers moved to approve the “Program Proposal: On-campus program leading to a Master of Arts in Communication.” Prof. Cavanaugh seconded. The motion was approved unanimously.

5. **New Program Proposal: Certificate of Advanced Study in Literacies:** Prof. Calderwood (Curriculum and Instruction, GSEAP) provided an overview of the specified program, outlining the rationale for its development and its potential as a site for “cutting edge work in literacy research and advocacy.” Prof. Calderwood explained that the area of Literacy Studies is a growing one and the proposed program represents a response to the demand among local schools for literacy specialists. At present, many local school systems have increased their budgets to fund positions for language arts/literacy specialists, and, consequently, the demand for the requisite advanced study to hold such positions has increased as well. While Sacred Heart University, University of Bridgeport, and Southern Connecticut State University all offer graduate programs in language arts and/or remedial reading, Prof. Calderwood demonstrated that the proposed program is broader in scope and boasts innovative ways to reach out to new constituencies. A new group of graduate students is anticipated, given the widened focus on literacies, not just literacy.

Again, given that the substance of the new program is detailed in the specified proposal, Prof. Scheraga opened the meeting to questions. Prof. Dukkipati, referring to p. 14 of the proposal, addressed the issue of faculty resources needed to implement the program, and Prof. Calderwood emphasized that the projections were made in consultation with Judy Dobai, AVP-Enrollment Management. Existing full-time faculty and adjunct faculty can offer the necessary courses to start this program, and, as enrollments grow, the revenue stream will support a new full-time faculty line.

AVP Grossman asked how the proposed program could bring together diverse parts of the university community. Prof. Calderwood explained that she engaged Prof. J. Primavera (Psychology), Prof. B. Bowen (English), and Prof. D. Sapp, among others, in conversations about the proposed program at the very earliest stages of development. These faculty members have expressed interest in working with the program, as have members of the local community (e.g., Bridgeport Higher Education Council). Prof. Calderwood emphasized that the GSEAP remains committed to providing opportunities for both advanced study and community outreach: The proposed program is well-suited to realize such goals. AVP Grossman announced the hire of a new faculty colleague in English who will coordinate EN-11/EN-12 core offerings and “writing across the curriculum” efforts, suggesting that this colleague will support development of the proposed program. Dean Franzosa added that the new faculty member has published a book in the area of literacy studies.

Prof. Cavanaugh, recognizing the program’s necessary focus on K-12 literacies, asked about the work being done related to college students’ literacies. He initiated a lively discussion about the issue of plagiarism among college students, the culture of higher education, cross-cultural distinctions in norms about plagiarism, and recent revisions to the university’s statement on plagiarism. Prof. Calderwood indicated that
such concerns would be relevant to those pursuing advanced study in literacies, adding that completion of the program could lead some to pursue doctoral-level work.

Questioning completed, Prof. Scheraga thanked Prof. Calderwood for her time/effort. A brief discussion of the proposal followed, commending Prof. Calderwood and all members of the Department of Curriculum and Instruction for their work in proposing a “cutting edge” program that integrates many opportunities for collaboration and social justice activism. Dean Franzosa and Prof. Kohli indicated that the new program proposal must be reviewed/approved by the state after obtaining approval from all necessary university committees; thus, given effective marketing, the earliest start date for interested students is Spring ’09.

Prof. Cavanaugh moved to approve the “New Program Proposal: Certificate of Advanced Study in Literacies.” Prof. Dukkipati seconded. The motion was approved unanimously.

6. Briefing on Issues related to the Residency of the Computer Science Program:

AVP Grossman reported that Prof. Coleman (chair, Mathematics Dept.), Prof. King (director, Computer Science Program, Math Dept.), and Dean Hadjimichael (School of Engineering) received copies of the committee’s recommendation about how to proceed on matters related to the residency of the Computer Science Program. They have been asked to review the recommendation in preparation for a meeting scheduled by the AVP during the week following spring break. Prof. Beyers asked if AVP Grossman would share the results of that meeting (and any subsequent ones) with the EPC; AVP Grossman indicated he would, welcoming further discussion with the EPC before he makes a final decision about the residency of the Computer Science Program.

Prof. Scheraga asked for a motion to adjourn. Prof. Kohli moved to adjourn. Prof. Dukkipati seconded. Meeting was adjourned at 4:40 p.m.

Respectfully submitted,

M. Sallyanne Ryan