

## **Graduate Course Atlas Fall 2017**

### **COMM 6015**

#### **HEALTH LITERACY – Joy Goldsmith**

**Tuesday/Thursday, 1:00-2:25pm**

This class concentrates on theoretical, but especially applied health literacy issues, emphasizing the impact and reality of low health literacy across a range of subjects including risk, disparity, caregivers, patients, providers, measures, and interventions. The work in this course will acquaint you with a broad understanding of health literacy in the United States, explore the role of health communication in matters of health literacy, and examine the lived experiences of patients, families, and providers. A secondary focus of the course will explore theory and evidence-based development of health literacy intervention and implementation. Each student enrolled in the course will participate in original research collection as well as carry the responsibility of presenting a specific course topic in a formal presentation. Class periods will include lecture, formal presentations, discussion, conversation, potential site visits, and collaboration with other students.

#### **Proposed Texts:**

Materials for the course will come from a range of sources and will be supplied by the instructor.

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### **COMM 4/6340**

#### **LISTENING – Gray Matthews**

**Tuesday/Thursday, 1:00-2:25pm**

The primary goal of this course is: To enhance one's inner capacity to listen. The course requires rigorous openness in being willing to reorient one's perspective of communication, as well as taking the risk to reawaken one's ability to wonder about ultimate, indestructible questions regarding living a thoroughly expressive life. Although we will study types, skills and functions of listening on a practical level, our chief focus will center on listening as a way of being-in-relation with others. Thus, emphasis will be balanced on three levels: (1) Personal discovery and evaluation of one's own listening ability as a criterion for communication competency; (2) Philosophical issues and concerns regarding listening in the art of living; and (3) Practical exercises and applications of effective listening in various situations. Learning objectives include: enhancing and sharpening communication skills and competencies, improving the quality of meaningfulness in relationships with others, reflecting upon and discerning how listening impacts all human activities and appreciating the insights of communication research on the phenomenon listening.

**Particulars:**

Journal, essay, critical research paper.

**Proposed Texts:**

- The Other Side of Language. Gemma Corradi Fiumara. NY: Routledge, 1990.
  - The Lost Art of Listening. Michael P. Nichols. NY: Guilford, 1995.
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**COMM 6360****AMERICAN ELOQUENCE – CHRISTINA MOSS****Tuesday/Thursday, 2:20-3:45pm**

This course will focus on a variety of public discourses throughout the evolution of American identity. Special attention will be given to social movements and tensions over legal and cultural institutions. Examples of public discourse topics include: abolition, women's suffrage, anti-lynching, the environment, unionization, civil rights, LGBT rights and others.

**Proposed Text: TBA**

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**COMM 6375****INTERCULTURAL COMMUNICATION – Katherine Hendrix****Tuesday/Thursday, 2:40-4:05pm**

This course provides an opportunity to explore the various means by which we define what constitutes culture and how we acquire our cultural identities. Self-perception and the perception of the "other" will be discussed as factors that serve to problematize the communication that occurs between (and within) groups. This course will focus on communication that occurs among the domestic populations of the United States; however, international relationships will be discussed to a limited degree. My main goal is to provide a practicum for developing the initial stages of effective interpersonal and intercultural communication competence. A second goal is to introduce you to various theories (from within as well as outside of the Communication discipline) that attempt to explain intercultural interaction.

**Proposed Text:**

- Martin, J., & Nakayama, T. (2017). Experiencing intercultural communication: An introduction (6th ed.). Boston, MA: McGraw-Hill.
  - Additional readings for students at the graduate level.
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**COMM 6822**  
**AUDIO PRODUCTION FILM/VIDEO – (TBA)**  
**Tuesday/Thursday, 2:40-5:10pm**

An intermediate level class covering the principles of sound and their application in the recording, processing, editing and mixing of audio for film. Using state-of-the-art recording equipment and software, students will practice on-location recording for narrative and documentary films as well as post-production techniques.

**Proposed Texts: TBA**

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**COMM 6824**  
**CINEMA/VIDEOGRAPHY – David Appleby**  
**Wednesday, 1:00-4:00pm**

This course is designed to expand the student's knowledge of lighting, lenses, exposure, color, grip operations, etc. so that she will have a better understanding of the tools and procedures necessary for solving the multitude of problems, aesthetic and technical, that confront the image-maker. While it is impossible to provide for the kind of day-to-day production work that is required in order to become truly skilled, the course includes a number of exercises, and a final project, in which to apply the concepts learned in class.

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**COMM 6850**  
**FILM HISTORY I – Steven Ross**  
**Tuesday/Thursday, 2:20-4:20pm**

This course is a survey of world cinema from its pre-history through 1946.

**Proposed Texts:**

- A History of Narrative Film by David Cook
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**COMM 6858**  
**CONTEMPORARY CINEMA – Marina Levina**  
**Tuesday, 5:30-8:30pm**

**Course Description: TBA**

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**COMM 6960**  
**DOCUMENTARY WRITING – (TBA)**  
**Monday/Wednesday, 11:20 – 12:45pm**

The course will examine the theory, techniques, and ethics of documentary storytelling in film and television, exploring the special nature of documentary writing that distinguishes the form from fictional programs. Students will be expected to develop the skills and standards they need to be effective creators and critical viewers of documentaries and to understand the importance of the form in the functioning of an educated democracy.

**Particulars:**

The course is about conceiving and planning documentaries—all the work that must be done before one turns on the camera. Although this is not a production course, students often use the semester to plan films that they go on to produce later. The course also has value for those who have no filmmaking ambitions, because case studies of documentaries and the filmmakers' decision processes can shed light on many different forms of writing and editing.

**Proposed Text: TBA**

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**COMM 6970**  
**SCREENINGWRITING – Steven Ross**  
**Monday/Wednesday, 10:20-12:25pm**

An introduction to writing for the screen. The focus is on full-length narrative film. Lectures and/or readings will also introduce the student to: the unique storytelling demands of writing the short film; visualization basic dramatic theory; narrative structure; characterization/dialogue; and pragmatic matters of format and the marketplace.

**Proposed Texts: TBA**

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**COMM 7/8345**  
**HEALTH LITERACY – Sachiko Terui**  
**Tuesday, 6:00-900pm**

This class will focus on various issues of health literacy, including the relationships among health literacy, health communication, and individuals' health outcome; theoretical concepts and applied practices of health literacy; health literacy measurements; health literacy and health behaviors; and evaluations of strategies adopted to enhance health literacy. We will examine theoretical and applied research, as well as research within community and public health contexts with an emphasis on underserved and vulnerable populations. The course consists of lecture, discussion, potential site visits, and collaboration with other students. Students will participate in a research project as well as take discussion leading roles for 2 (two) specific course topics.

**Proposed Texts:**

- Reading materials will be provided by the instructor.
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**COMM 7/8434****QUALITATIVE RESEARCH METHODS – Katherine Hendrix****Thursday, 5:30-8:30pm**

Qualitative methods is offered as an analytic tool complementing and/or serving as a alternative to statistics and rhetorical criticism. This course will introduce graduate students to qualitative research as a means of investigating a phenomenon of interest with an emphasis on data collection methods such as researcher observation and participant interviews. The course content serves as a foundation for further study in advanced qualitative methods including online interpretive research, case study, and ethnography. Advanced learners who do not necessarily plan to employ a qualitative approach (how do you know until you understand what it is???) should at least be familiar with this method and capable of reading and assessing such research.

**Proposed Text:**

- Creswell, J.W., & Poth, C.N. (2017). *Qualitative inquiry and research design: Choosing among five traditions* (4th ed). Thousand Oaks, CA: Sage.
- Brinkmann, S., & Kvale, S. (2014). *Interviews: Learning the craft of qualitative research interviewing* (3rd ed.). Thousand Oaks, CA: Sage.
- Selected readings will also be distributed in class.

**Recommended Text:**

- Denzin, N.K., & Lincoln, Y.S., (Eds.). (2013). *Collecting and interpreting qualitative materials* (4th ed.). Thousand Oaks, CA: Sage.
  - Denzin, N.K., & Lincoln, Y.S. (Eds.). (2017). *Sage handbook of qualitative research methods* (5th ed.). Thousand Oaks, CA: Sage.
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**COMM 7/8616****CONTEMPORARY RHETORICAL THEORY – Antonio de Velasco****Tuesday, 5:30-8:30pm**

What makes a theory of rhetoric – itself a contested term – “contemporary?” Is it merely a question of historical location in an evolving tradition? Or is something more fundamental at stake in the emerging “new rhetorics” of the middle and late twentieth century? This course will take a sustained look at such questions by surveying a range of topics and thinkers that have been central to recent scholarship in rhetoric studies in Communication. Course goals include: understanding challenges to classical and modern rhetoric study; becoming familiar with the work of Kenneth Burke and Chaïm Perelman; making links between rhetoric, subjectivity, and ideology; situating rhetoric in the context of social and critical

theory; and, finally, demonstrating a strong historical and conceptual grasp of the approaches to contemporary rhetorical theory under consideration in the course.

**Proposed Texts:**

- *The New Rhetoric: A Treatise on Argumentation* (ISBN: 978-0268004460)
- *Permanence and Change: An Anatomy of Purpose, 3rd edition* (ISBN: 978-0520041462)
- *Sourcebook on Rhetoric: Key Concepts in Contemporary Rhetorical Studies* (ISBN: 9780761905042)
- *Contemporary Rhetorical Theory: A Reader, 2nd edition* (ISBN: 978-1462526581)

**Assignments:**

- Weekly Responses
  - Book Presentation
  - Oral Presentation
  - Final Paper
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**COMM 7/8820****TOPICS IN RHETORIC – Michael Steudeman****Monday, 5:30-8:30pm**

Demagoguery -- political speech that stokes prejudices and misleads the people -- has been a source of apprehension for rhetorical scholars throughout Western history. This course analyzes the phenomenon of demagoguery through theory, history, and opposition. Theoretically, the course grapples with ideas from Aristotle through 20th century thinkers like Hannah Arendt and Kenneth Burke to identify the characteristics of demagogic rhetoric. Historically, the course contemplates how demagogues have achieved political power in various historical contexts both within and beyond the United States. Finally, the course examines counter-rhetorics that oppose demagogic appeals, searching for ways in which demagoguery can be refused, refuted, and resisted by citizens. Across each of these areas, the course will examine how demagogic appeals (re)configure discourses of race, nativity, gender, sex, and class to generate a politics of resentment.

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