

Classical Civilization

See Interdisciplinary Programs

Communication (COMM)

Endres (chair), Armada, Bruess, Friedline, Petersen, K. Sauter, Scully

The Department of Communication fosters in students an understanding of the nature of human communication by examining the processes by which people create, send, receive and are affected by messages.

This is done by exploring and analyzing verbal and nonverbal communication in a number of settings including political campaigns, small groups, work and volunteer organizations, personal and family relationships and intercultural situations. Students analyze communication through the study of rhetorical theory and social science methodology, both developing their skills as communicators, and understanding ways to investigate how the communication process works.

The department also emphasizes the production of electronically mediated communication, looking at how to communicate effectively using mediated communication, as well as the ways in which mediated communication expands our communication options and influences our lives.

Students have the opportunity to study the art of audio and video production, and acquaint themselves with new electronic media technologies. They also study the television, radio, and corporate industries that have developed to support and distribute those messages. In keeping with the UST emphasis on diversity, the department seeks to integrate the issues of gender, race, and class into all communication studies.

The study of communication is at the forefront of a liberal education, preparing students to analyze carefully, to think creatively, critically, and ethically, and to develop skills that can be applied to a variety of careers.

Majors must complete a minimum of eighteen credits in communication at St. Thomas.

Communication Honor Society

Lambda Pi Eta, the National Communication Honor Society, chartered the St. Thomas Beta Chi chapter in 1994. The society recognizes communication majors who have demonstrated a commitment to the discipline. To be eligible, students must have completed 60 semester hours, 16 of those in communication; have an overall 3.00 GPA, with a 3.25 GPA within the major; and be a full-time student in good standing.

Major in Communication

- 100 Public Speaking
- 120 Communication Theories and Methods
- 140 Rhetorical Criticism
- 160 Electronic Media Production
- Note:* Two of the above four courses must be completed before taking additional courses within the major.
- 480 Capstone Course in Communication
- Note:* Thirty-two credits in the major must be completed prior to enrolling in 480. With 28 credits completed, one concurrent registration is allowed.

Plus two of:

- 220 Small Group Communication
- 222 Interpersonal Communication
- 230 Intercultural Communication
- 240 Persuasion
- 250 Argumentation and Advocacy
- 260 Audio Production
- 264 Electronic Media and Society
- 270 Videography: Television Production in the Field
- 320 Organizational Communication
- 330 Research Methods in Communication Studies
- 340 Rhetorical Dimensions of Race, Class, and Gender
- 350 Modern American Rhetoric
- 360 Television Criticism
- 370 Advanced Video Production
- 440 Classical Rhetoric

Plus:

Eight additional credits which may be in courses from the list above, or any other departmental offering, including individual study, internships, or topics courses. (105 is not an option for majors.)

Teacher Licensure

- Elementary Education with a Specialty in Communication Arts and Literature (5-8)
- Co-major in Communication Arts and Literature (5-12) and a Co-major in Secondary Education
- See Department of Teacher Education*

Departments

Minor in Communication

Three of:

- 100 Public Speaking
- 120 Communication Theories and Methods
- 140 Rhetorical Criticism
- 160 Electronic Media Production

Plus:

Eight additional credits in courses at the 200-level or higher, but not including 480.

100 Public Speaking

Preparation, presentation, and evaluation of original speeches by each student throughout the semester; special emphasis given to selecting and researching topics, organizing evidence, analyzing audiences, sharpening style and tone, communicating ethically and listening critically.

105 Communication in the Workplace

Introduction to basic communication theories and skills as they pertain to the business setting. Text, lecture, class discussion and exercises, and individual and group presentations will better prepare students to become more effective communicators at work. The course will focus on presentational skills, dyadic communication and interviewing, and group communication. This class is not open to Communication majors or minors.

120 Communication Theories and Methods

This course will focus on the differing methods used by communication scholars to ask and answer questions about the nature of human interaction. Emphasis will be on the process of symbolic message exchange as it intersects all communication contexts. Various approaches to conceptualizing and measuring communication acts will be addressed in topic areas such as: perceptions and attributions; creating shared meaning; linguistic and non-verbal message systems; persuasive and ethical dimensions of communication; and the nature of inquiry. While lecture oriented, the class also may participate in discussions, experiential exercises, and group projects.

140 Rhetorical Criticism

This course teaches students to become more critical consumers and producers of public messages. Students will examine a mix of historical and contemporary examples of persuasive communication in order to develop and awareness of the rhetorical power of messages in everyday life. Critical tools will be covered to help the student learn how to approach a communicative act systematically, identifying crucial interactions and suggesting ways of understanding how those interactions function. The emphasis on critical consumption also enables students to become more effective creators of public messages.

160 Electronic Media Production

Students will learn the process of producing electronically mediated messages in the studio and in the field. Students produce projects designed to develop their skills in the planning and execution of a variety of media genres. Students will operate studio and field equipment, act as talent, and do final editing of individual and team-produced work. Analysis and criticism of student produced programs is integral to the course.

215 Oral Interpretation (THR 204)

Sense and sound of literature; analysis of selected works and projection of their meaning to an audience. Includes public performance and attention to Reader's Theater.

Prerequisite: 100 or sophomore standing

217 Survey of Communication Disorders

A survey of diagnosis and current treatment of communication disorders such as delayed language development, stuttering, hearing loss, etc. Appropriate course for future teachers, especially those in elementary education, and majors in occupational therapy, nursing and psychology.

Prerequisite: 100 or sophomore standing

220 Small Group Communication

This course covers the theory and principles of communication in task-oriented small groups, including role emergence and functions, leadership development, stages of decision-making, and development and effects of group culture. Students apply theory through participation in small group class projects.

Prerequisite: 120 or sophomore standing

222 Interpersonal Communication

Theory and practice of interpersonal communication, including how self-concept, language, nonverbal communication, and relationships effect and are affected by communication. Common problems in interpersonal communication, options for managing these problems, and ethical issues in interpersonal communication are examined. Students apply theory and concepts through class exercises, simulations and individual projects.

Prerequisite: 120 or sophomore standing

230 Intercultural Communication

Study of the influence of cultural values on social behavior; examination of theories of intercultural communication; emphasis on effective intercultural interaction. This course fulfills the Human Diversity requirement in the core curriculum.

Prerequisite: 120 or sophomore standing

240 Persuasion

Study of the various strategies used to influence choice in modern society, including sources, content (such as evidence and argumentation) and audience factors (such as beliefs, attitudes, and values) which influence the persuasive process. Current research about attitude change is examined. Students apply theory through analysis of contemporary discourse and preparation of original projects.

Prerequisite: 140 or sophomore standing

250 Argumentation and Advocacy

This course provides an introduction to practical reasoning in public controversy. Students will apply argumentation theories and methods to the analysis of public controversy and the development of their own oral advocacy skills. Topics include: Tests of evidence, invention, reasoning, oral presentation or arguments. Activities may include: Lecture, discussion, examinations, analysis papers, speaking assignments, small group discussion and presentation.

Prerequisite: 140 or sophomore standing

260 Audio Production

An introduction to radio production. Students produce projects designed to acquaint them with the genres, styles and production techniques of audio in various media, with particular attention to the radio industry. Pre-production planning, scripting, use of sound effects, field production, multi-track recording, mixing and editing are covered. This course fulfills the second-level Computer Competency requirement in the core curriculum.

Prerequisite: 160 or sophomore standing

264 Electronic Media and Society

A survey of the electronic media industry, providing a fundamental grounding in the history, regulation, programming strategies, advertising and rating systems of television, radio, and new forms of electronic media. The course will develop an increased awareness of the social, economic, and political roles that the electronic media play in our society.

Prerequisite: 160 or sophomore standing

270 Videography: Television Production in the Field

This course will examine the aesthetic and technical components associated with producing video projects outside of the television studio. Students will examine current theory and practice of field production and will engage in the conceptualization, execution and analysis of field-produced video. This course fulfills the second-level Computer Competency requirement in the core curriculum.

Prerequisite: 160 or permission of instructor

295, 296, 297, 298 Topics

The subject matter of these courses, announced in the annual *Class Schedule*, will vary from year to year, but will not duplicate existing courses. See the description of these courses at the beginning of the "Departments and Curricula" section of this catalog.

315 Media Communication Skills

The components and requirements of effective media performance are addressed. Development of critical assessment skills is emphasized via the evaluation of news and informational broadcasts in both the audio and video media. Particular attention is given to the student's development of performance techniques. Application and evaluation of performance choices are achieved through the production of video and audio projects.

Prerequisite: 100 or junior standing

320 Organizational Communication

This course will examine organizational structures and the dynamics of the communication process. Major components of this class include the analysis of organizational communication including culture, socialization, roles, leadership, formal and informal communication structures, and issues of cultural diversity. Students will be involved in activities such as applying theories, examining case studies, and analyzing communication in real-life organizations.

Prerequisite: 120 or junior standing

325 Nonverbal Communication

Exploration of the types, purposes and significance of nonverbal behavior in human communication. Topics include use of voice, face, eyes, gestures, posture, physical appearance, use of space, architecture, decor, and time. Emphasis on various research methods for observing and understanding nonverbal communication.

Prerequisite: 120 or junior standing

Departments

330 Research Methods in Communication Studies

This course is designed to familiarize students with various methods of research utilized in the communication field. This includes: Developing an understanding of the purpose of research, research designs, and various forms of data collection. Students examine quantitative and qualitative methods and the process of determining appropriate strategies for specific research problems. Methods introduced will include survey research and experimental research, with emphasis on the skills required to design and successfully conduct research projects, how to develop and test hypotheses, and how to interpret and evaluate communication research using criteria including ethics in social research.

Prerequisite: 120 or junior standing

340 Rhetorical Dimensions of Race, Class, and Gender

Study of research and theories about the correlation between gender, race, class, and rhetorical practice, including the influence of historical and contemporary gender stereotypes and roles on rhetorical practice. Topics include the influence of gender stereotypes and roles on: credibility, legitimization, authority, "voice" in U.S. culture, and verbal and nonverbal behavior. Students are encouraged to analyze and evaluate their own rhetorical style in light of issues of race, class, and gender. This course fulfills the Human Diversity requirement in the core curriculum.

Prerequisite: 140, junior standing, or permission of instructor

350 Modern American Rhetoric

This course focuses on the creation and use of rhetoric in public persuasion settings, including social movements and political campaigns. The diversity of rhetorical acts examined may include campaign ads, speeches, films, advertisements and nonverbal strategies. Topics of study include: The process by which rhetorical acts are created, ethical issues surrounding the creation and use of rhetorical acts, using rhetorical theory to inform rhetorical practice, and conducting rhetorical criticism to illuminate, analyze, interpret and evaluate a diversity of rhetorical acts.

Prerequisite: 140 or junior standing

360 Television Criticism

This course will provide students with the opportunity to understand television as a text situation in a cultural context. It will examine television from a critical perspective, review a wide variety of program genres and incorporate several theoretical orientations to the qualitative analysis of TV. Students, along with reading about and discussion of critical perspective, also may watch programs such as comedies, dramas, news, advertisements, miniseries, etc., and write several critical analyses of the programs.

Prerequisite: 160 or junior standing

365 The Documentary in American Television

A critical examination of the presence and prominence of the documentary as made for TV, from infancy of networks through the documentary renaissance of the 1970s and 1980s. This course will discuss and analyze the content, structure, style and journalistic integrity of video documentaries as well as the technological innovations which gave birth to an array of provocative, independent video documentaries. Emphasis on in-class viewing, critical discussion and guest lectures.

Prerequisite: 160 or junior standing

370 Advanced Video Production

This course offers students familiar with basic video production a chance to further develop their skills and to acquire a greater understanding of the video communication process. Students will plan, script, produce and edit pieces of extended length that combine studio and field production techniques. This course is for majors who have sufficient interest and prior experience in video production. This course fulfills the second-level Computer Competency requirement in the core curriculum.

Prerequisites: 160 and 270, or permission of instructor

425 Family Communication

Examination of communication dynamics within the family system. Patterns of interaction, message exchange, developmental stages, and satisfaction and stability will be explored in light of today's ever-changing family structure. Focus will include traditional (nuclear) and non-traditional family types.

Prerequisite: 120 or junior standing

440 Classical Rhetoric

In a seminar format the class studies the development of rhetorical theories and practice in ancient Greece and Rome, includes works by Plato, Aristotle, Cicero, Quintilian, St. Augustine, and modern commentators on classical ideals, emphasis on sharing oral and written presentations.

Prerequisite: 140 or junior standing

455 Political Communication and Television

Political communication and TV is a survey of how political candidates have used and continue to use television to communicate in the elections from 1952 to the present. This course looks at a particular communication setting which is important to us all. Class activities may include lecture, screening of sample ads, student oral presentation on newspaper editorials in national and local newspapers, and class discussion.

Prerequisite: 140 or junior standing

465 Current Issues in Electronic Media

A survey of recent developments in the field of electronic media. Some possible subject areas include: Regulation, programming, distribution systems, reception technologies, economic considerations and social implications.

Prerequisite: 160 and 264, or permission of instructor

475, 476, 477, 478 Experiential Learning

See the description of these courses at the beginning of the "Departments and Curricula" section of this catalog.

480 Capstone Course in Communication

The purpose of this course is to allow students to integrate what they have learned throughout their major and to provide them an appreciation of the work of other students in communication. The course will review foundational methods and perspectives of the field, and will focus on the development of a senior project by each student which will be shared with and discussed by the class. Other activities may include group discussions, in-class interviews, and assessment measures.

Prerequisites: Open to majors only who have taken the four 100-level core courses and at least three other communication courses.

483, 484, 485, 486 Seminar

See the description of these courses at the beginning of the "Departments and Curricula" section of this catalog.

487, 488, 489, 490 Topics

The subject matter of these courses, announced in the annual *Class Schedule*, will vary from year to year, but will not duplicate existing courses. See the description of these courses at the beginning of the "Departments and Curricula" section of this catalog.

491, 492, 493, 494 Research

See the description of these courses at the beginning of the "Departments and Curricula" section of this catalog.

495, 496, 497, 498 Individual Study

See the description of these courses at the beginning of the "Departments and Curricula" section of this catalog.

Computer Science

See Department of Quantitative Methods and Computer Science

Criminal Justice

See Department of Sociology

East Asian Studies

See Interdisciplinary Programs

Economics (ECON)

Kreitzer (chair), Alexander, Blumenthal, Fairchild, Fenn, Gray, Hartmann, Langan, Marcott, Papagapitos, Riley, Supel, Vincent, Walsh

The economics program develops a logical, consistent and rigorous method of thinking about the world and its problems. The economic way of thinking can be applied to a wide variety of topics including inflation, unemployment, international trade, poverty, income inequality, currency depreciation, monopoly power, bank failures, budget deficits and health-care costs.

The Department of Economics offers two majors and a minor in economics. All three programs are designed to provide excellent career-entry skills and those skills providing preparation for possible career shifts.

Whether a major or minor in economics is pursued, students are strongly encouraged to complement their studies with work in other fields. In recent years, for example, graduates have done complementary coursework in such fields as mathematics, foreign languages, business, environmental studies, computer sciences, international studies and English.

The choice of major and of a complementary field depends upon the path the student wishes to pursue. For example, students pursuing a liberal arts major, wishing to double major, or who are interested in continuing studies in professions other than economics would likely find the Bachelor of Arts (B.A.) best suited to their needs. Students wishing to engage the discipline at a much broader and deeper level would find the Bachelor of Science (B.S.) a better alternative.