



SAN DIEGO STATE UNIVERSITY

The School of Communication

Graduate Handbook

2020-2021

WELCOME TO GRADUATE STUDIES IN COMMUNICATION

Welcome New Graduate Students!

We are delighted that you have selected San Diego State University for your master's degree in Communication. We look forward to working with you, and know that you will have a challenging and enriching experience in our program.

Graduate school is an exciting adventure; I know that you will find your time here both personally and professionally rewarding. Our faculty and staff work very hard to create an environment that will allow you to thrive. There is no question, however, that you will ultimately take from our program what you put in. I encourage you to take advantage of the resources around you, including coursework, collaborative relationships with faculty and peers, colloquia presentations, campus events, professional conferences, and SoCal social events. Your time here will inevitably seem to fly by, and I want for you all to leave with a wealth of memories and experiences.

The *Graduate Handbook* is designed as a reference guide for your two-year program. The purpose of this *Graduate Handbook* is to provide answers to many of the questions you may have about graduate studies in communication at SDSU. For all **official** statements of University policies and practices, see the SDSU *Bulletin of the Graduate Division* (hereafter referred to as the *Graduate Bulletin*): <http://arweb.sdsu.edu/es/catalog/bulletin/>. Although we make every effort to ensure you receive the most up-to-date information possible, *please be sure you're looking at the Graduate Bulletin for your year of admission.*

This handbook provides many of the answers that you will need, but you are in no way limited to what's contained in this document. Feel free to contact me if you have questions or need guidance. Similarly, you will find the faculty willing to talk or help in almost any regard, and the senior graduate students can be a good resource as well. It is important for you to have all of the information you need in order to map out your time here. If there is something that I can help with, please come and see me.

Best wishes for an outstanding new year. Welcome!

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Disclaimer: The *Graduate Handbook* represents the best available summary of policies and procedures for graduate studies in communication, as approved by the Graduate Committee. However, the *Graduate Bulletin* provides the University's official position on all issues related to graduate studies at SDSU. In any instance where this *Handbook* differs from the official policies of the University, as stated in the *Graduate Bulletin*, the *Handbook* is in error, unless prior arrangements have been officially established. In regard to policies specific to the School of Communication, the School reserves the right to alter and/or interpret policy described in this *Handbook* as circumstances dictate, and through due process of decision-making by the Graduate Committee, the Director of Graduate Studies, and/or the Director and faculty of the School of Communication. In the event of substantive changes, reasonable efforts will be made to inform students affected by said policy changes in a timely manner.

School of Communication: <http://communication.sdsu.edu>

SDSU: www.sdsu.edu

Graduate Affairs: <https://grad.sdsu.edu/>

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San Diego State University: The School of Communication

ABOUT THE SDSU SCHOOL OF COMMUNICATION

College of Professional Studies and Fine Arts
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San Diego State University
5500 Campanile Drive
San Diego, CA 92182-4560
Telephone: (619) 594-8512; Fax: (619) 594-6246
School URL: <http://communication.sdsu.edu/>

About the School

The School of Communication is an academic unit within the College of Professional Studies and Fine Arts. The School of Communication has more than 700 undergraduate majors, and about 50-60 graduate students. The distinguished faculty includes approximately 10 full-time professors. The university is the flagship of the 22 campuses in the California State University system, the largest higher education system in the country. Recently, US News and World report named SDSU as the top small research program in the nation. Additionally, the SDSU School of Communication is consistently ranked as one of the top ten MA programs in North America by Eduniversal, an independent Masters ranking institution.

Core Values

Advance KNOWLEDGE: We value the discovery, diffusion, & advancement of communication scholarship. This value includes inspiration of faculty, students, and our broader communities through knowledge generation & innovation.

Promote FAIRNESS, RESPECT, & JUSTICE: We value respectful dialogue, sound argument & deliberation. This value includes promoting compassion, diversity, and social justice.

Foster RELATIONSHIPS: We value building and maintaining relationships. This value includes creating community & understanding through collaboration.

Enhance the PUBLIC GOOD: We value utilizing communication scholarship for the public good.

Vision Statement

The School of Communication envisions sustained excellence in advancing communication scholarship, promoting social justice, fostering relationships, and enhancing the public good. We enact this vision through inspired teaching, innovative collaborative research, and impactful community engagement.

Mission Statement

Grounded in our Core Values and guided by our Vision, the School of Communication Mission is to achieve scholarly, instructional, and community IMPACT through:

Innovating communication teaching and research;

Mentoring in the communication research process;

Partnering with others in educational, research, institutional, and community contexts;

Asking questions, Acknowledging issues, and Assessing answers that advance the discipline;

Communicating this mission across contexts;

Transforming teaching and research into communicative excellence and Translating our work for the public good.

2020-2021 GRADUATE CALENDAR AND DEADLINES

See the *Graduate Bulletin* for a full list of important dates and deadlines. As dates and SDSU Flex procedures may change, please check all thesis deadlines at <http://www.montezumapublishing.com/thesis1/ThesisDeadlines.aspx>

Fall Semester 2020

Mon, Aug 17, 2020	GTA Orientation starts
Thurs, Aug 20, 2020	New Grad Orientation, School of Comm, Zoom
Mon, Aug 24, 2020	First day of classes
Fri, Sept 4, 2020	Last day to apply for December 2020 graduation Schedule adjustment deadline (add, drop, withdraw from university)
Mon, Sept 7, 2020	Labor Day: Faculty/Staff holiday (Campus closed)
Fri, Oct 23, 2020	DUE: Comprehensive Exam Request Form OR Thesis Chair Designation form to the Director of Graduate Studies
Fri, Oct 23, 2020	1 st Comps Anticipation & Prep (CAP) Class 12:30-2:00, Zoom
Fri, Oct 28, 2020	Final day (by 3:45 pm) for submitting thesis with processing fee to Montezuma Publishing for graduation in December (Fall) 2019.
Wed, Nov 11, 2020	Veterans Day Observed Faculty/Staff Holiday (Campus closed)
Fri, Nov 13, 2020	2 nd CAP Class 12:30-2:00, Zoom
Fri, Nov 20, 2020	DUE: First Draft of 15 source Reading List for Take Home Exam due to Chair of Comprehensive Exam Committee by 4:00 pm
Wed, Nov 25, 2020	No Classes (Campus open)
Thurs-Fri, Nov 26-27, 2020	Thanksgiving Break: Faculty/Staff Holiday (Campus closed)
Fri, Dec 4, 2020 4:00 p.m.	For Spring 2020 graduation. DUE to School of Communication: Thesis proposals (10 pages or more) and abstracts with cover sheet signed by all three members of the thesis committee (submit to the DGS). BEFORE this date, students MUST submit their full proposal to all committee members, arrange and hold a thesis proposal meeting, pick up the Thesis Committee form from Graduate Division, and submit the signed form to Graduate Division after the thesis proposal meeting.
Fri, Dec 4, 2020	DUE: Final Draft of 15 source Reading List for Take Home Exam due to Chair of Comprehensive Exam Committee by 4:00 pm
Thurs, Dec 10, 2020	Last day of classes
Fri-Thurs, Dec 11-17, 2020	Final Examinations
Fri, Dec 18, 3:45 pm	If you submit your thesis by 3:45pm on this deadline, you will not have to re-enroll in Thesis 799B for the following semester, but you must re-apply for graduation. Note that your thesis must meet the following minimum requirements: All mandatory preliminary pages must be filled out (Title page, Signature page, Copyright page, Abstract, Table of Contents, List of Figures/Tables if applicable); The department approved style guide must be used for

all citations and references; Your thesis must be in a single Word Document or PDF.
 Dec 23 – 28, 2020 Winter Break (Campus closed)
 Thurs, Dec 31, 2020, 11 pm Last day of Fall semester, grades due from instructors
For December 2019 graduates, last day for submitting thesis for review without enrolling in 799B
 Fri, Jan 1, 2020 New Year’s Day (campus closed)

Spring Semester 2020

For graduation application, see the Graduate Affairs or Registrar website
For thesis submission deadlines, see the Montezuma Publishing website

Mon, Jan 18, 2021 Martin Luther King, Jr. Day (Campus closed)
 Tues, Jan 19, 2021 First day of Spring semester
 Wed, Jan 20, 2021 **First day** of classes
Fri, Jan 22, 2021 IN-CLASS Comprehensive Exams, 9-12
Fri, Jan 29, 2021 TAKE-HOME Comprehensive Exam Essay Due to Committee, by 4:00 p.m. (also upload to turnitin via the MA Canvas HR site)
 Feb 5-Feb 26, 2021 Oral Defenses for Comprehensive Exams
 Tues, Feb 2, 2021 **Last day** to file application for May and August 2021 graduation
 Fri, Mar 5, 2021 Re-Take In-Class Comprehensive Exams
 Fri, Mar 12, 2021 Re-Take Take-Home Comprehensive Exam Essay Due
Fri, Mar 26, 2021 Thesis Submission Deadline—Submitting your thesis to Montezuma Publishing (MP) by this deadline guarantees that MP will review your thesis and return it to you for corrections, if necessary, at least one week prior to the Completion deadline. Theses that are resubmitted for review will be given priority status but still require a full review. Meeting this deadline for thesis review allows you to have the best possibility for graduation during the current semester.
 Mar 29-April 2, 2021 Spring Break
 Wed, Mar 31, 2021 Cesar Chavez Day (Campus closed)
Fri, Apr 30, 2021 Last day for Oral Defenses of Comprehensive Exams in School of Communication
 Thurs, May 6, 2021 Comprehensive Exam Decisions DUE to Grad Affairs
 Thurs, May 6, 2021 Last day of classes
 Fri-Thurs, May 7-13, 2021 Final Examinations
Thurs, May 13, ‘21 3:45pm Publication Deadline—Your thesis must be reviewed and approved, by the 3:45pm deadline, with all fees paid for publishing the library requirements and any required department copies in order to graduate during the current semester. Students missing this final deadline will be required to reapply for graduation for the term in which they expect to graduate. Be advised the initial review can take up to 3-4 weeks.

Fri, May 21, 2021 3:45pm If you submit your thesis by 3:45pm on this deadline, you will not have to re-enroll in Thesis 799B for the following semester, but you must re-apply for graduation. Note that your thesis must meet the following minimum requirements: All mandatory preliminary pages must be filled out (Title page, Signature page, Copyright page, Abstract, Table of Contents, List of Figures/Tables if applicable); The department approved style guide must be used for all citations and references; Your thesis must be in a single Word Document or PDF.

Fri, May 21, 2021, 11pm Last day of spring semester, grades due from instructors



Getting Started

GETTING STARTED

Success as a graduate student is a result of hard work, good research, and organization. It is important to utilize the resources available to you in order to progress through the program at the rate you choose. Most students complete the program in 4 or 5 semesters (usually two academic years and the summer between them). If this is your aim, it is important to begin planning with that goal in mind.

Meet with your Temporary Advisor

At the beginning of the semester, each new student was assigned a Temporary Advisor. Please take the time to meet with this faculty member in the first few weeks of the semester to get acquainted and discuss your plans. Your temporary advisor can answer questions, suggest avenues of research, recommend courses, or help steer students to an appropriate advisor for the comprehensive exam or thesis.

Meet with the Director of Graduate Studies

While the Director of Graduate Studies is always available to answer questions, all students should schedule a meeting in the second semester to review their progress toward graduation. Graduate students are responsible for conducting a Degree Evaluation. This is an online tool available via WebPortal to make sure your coursework and culminating activity (comps or thesis) are on file with Grad Affairs. Degree Evaluation maintains a list of all the classes completed and intends to complete and organizes them based on the MA Degree requirements. This system replaced the former Program of Study (POS) system.

An important form to be aware of as students move from Year 1 to 2 is the Petition for Adjustment of Academic Requirements (PAAR). ALL thesis students will have to complete a PAAR to change from Plan B (comps) to Plan A (thesis). Also, any student who requests a deviation from requirements in the bulletin will also submit a PAAR. A [guide is available here](#) for how to access and file e-forms. Because the POS system is gone, you are no longer required to maintain a predetermined schedule. Thus, less students should have to submit PAARs every time they change a course in year 2.

When you run your Degree Evaluation tool, any course requirement that is either not listed in the graduate bulletin, requires advisor approval, or has been approved to take a different course in lieu of the required one, must be handled by submitting a PAAR to Grad Affairs. Courses taken prior to a PAAR being submitted, will fall into "Courses Taken Not Applied to Program of Study" at the bottom of the audit, until a PAAR has been approved. Questions about the new tool should be directed to: gradaudit@sdsu.edu

Establishing Residency

For out-of-state students, it is possible to establish residency your second year. Doing this would allow you to pay in-state tuition and fees. There are several steps for you to establish residency.

The steps, required documents, and deadlines are located here:
https://registrar.sdsu.edu/students/additional_resources_students/residency_information

Selecting Courses

The best advice for choosing courses (see appendix for extensive list) is to select courses:

- (a) in subject matters that interest you or that you are curious about
- (b) that expand your expertise
- (c) that give you exposure to a variety of professors.

Note: COM 601 is designed to introduce you to professors, theories, topic areas, and methodologies. While some students come into the program with focused interests, it is worthwhile to push beyond a comfort zone, to explore theories and methods that are different from your expertise.

Contrary to popular belief, there is no one course or set of courses that prepare you best for teaching, business, or a Ph.D. program. The best preparation for your career after graduate school is to utilize your two years in the MA program to get as much as you can out of coursework, research projects, teaching, colloquia, conference presentations, socialization through the Graduate Student Organization (see appendix), and getting to know other graduate students and faculty.

Canvas

All pertinent graduate program information is posted to the Comm MA Canvas Homeroom (HR) site, and this is also the means by which information is emailed to the graduate students. As such, it is important to have Canvas notification alerts in place to receive important notifications. Canvas also provides the contact information for other graduate students and faculty members and is a useful tool for communicating within the department.

Transfer Coursework

The Graduate Director and Graduate Committee will consider a student's request to transfer up to 6 units of transfer work. For the graduate coursework to transfer, this work must unambiguously constitute "graduate level" work at accredited institutions, it must be relevant to the degree the student is seeking through the School of Communication, and the student must have achieved at least a B or higher in this coursework. The Graduate Director will make recommendations and may recommend acceptance of between 0-9 units of graduate credit to the Graduate Division, which is the final arbiter of such transfer (see appendix transfer details).

School of Communication Comm 601 Course Policies

- Students must enroll in Communication 601 during their first semester.
- Students admitted to the program need a grade of "B" or higher in COMM 601 to continue in the program.

- Students who obtain less than a “B” average in COMM 601 may only continue their studies in the School of Communication upon approval of a petition. Contact the Graduate Director to file a petition to continue on the program. Students will be allowed to retake Comm 601 one time, although the Graduate Committee may choose to consider a petition to re-take 601 for a third time.

Minimum Grade Point Average

Students must maintain a grade point average of 3.0 in order to be considered in good standing in the graduate program. A GPA of 2.85 or below will put the student on academic probation with the university. After that point, the student must earn a 3.0 in the subsequent semester. If this requirement is met, the student will have an additional semester to raise their overall GPA to a 3.0.

Retaking Courses

In the event that a student fails a graduate course, especially in regard to Comm 601 and tools courses, a student may consider re-taking a course. Courses can be “retaken” only with consent of the Director of Graduate Studies. A form (see appendix) authorizing the student to re-take a course will be expected of any professor teaching a student for a second offering of a course for a given student.

Leaves of Absence

If you are not taking classes during the fall semester or spring semester, you must file a Leave of Absence request with Graduate and Research affairs for each semester you plan on not taking classes. If you do not file the LOA request, you will lose matriculation. You do not need to request a LOA if: 1) If you only need to take the comprehensive exam (or file the exam completion form with Graduate Affairs) AND you will not be taking any more main campus classes before completing your degree; 2) If you are registered for 799B or 799C through the College of Extended Studies, and will not be taking any more main campus classes before completing your degree. Check with Graduate Affairs if you have questions about these situations, and see the graduate handbook here:

https://grad.sdsu.edu/current_grad_students/handbooks_and_links

If LOA is approved, reapplication to the university is not necessary. Students are not eligible for LOA if they are not in good standing with the university (for example: academic disqualification, unpaid debts). LOA applications are due by the last day of the add/drop period each fall and spring semester.

All requirements for advanced certificates and master’s degree coursework must be completed within six consecutive calendar years after initial registration. Time spent on leave of absence is counted toward the degree time limit. Students who do not graduate by this deadline will be subject to administrative disqualification by the graduate dean. Leave of absences must be applied for each semester and cannot entail more than 4 consecutive or non-consecutive semesters without a plan of completion approved by the School of Communication Graduate Director and approval from the graduate dean.

With the approval of the program or department graduate adviser, a student in the sixth academic year of graduate study may appeal to the graduate dean for a one-year time limit extension. Students validating by examination will be required to specify a date-certain by which all requirements for the degree will be completed. Only in exceptional circumstances will this time limit exceed one calendar year from the date of validation. A course or program may be validated by examination only once.

Students who exceed the time limit and wish to continue their studies must formally apply for new admission. Programs readmitting students who have been disqualified for exceeding the time limit should consult with the student at the time of readmission to determine whether credits previously earned will meet current degree requirements. Disqualified and readmitted students will be held to current Graduate Bulletin requirements and will need approval from their program adviser to use expired courses. Expired courses from an outside university cannot be used toward the fulfillment of degree requirement

Maintaining Professional Relationships

Unlike most students' undergraduate experiences, many graduate students will have plentiful opportunities to socialize with professors. These opportunities—not compulsory or mandatory—may happen at School gatherings, off-campus seminar meetings, and at professional conferences. While these situations may seem more informal and friendly, it is important to maintain professional boundaries. This does not mean conversations must be centered around communication theories, concepts, and classwork, but it does mean that students should maintain the same demeanor they would at any off-hours work gathering.

This same holds true for faculty. Faculty members, especially when engaging in more informal conversations, should maintain the same demeanor. If you experience or witness something you believe constitutes bullying, harassment, or behavior or language otherwise inappropriate in an off-site work gathering, you do not need to remain silent. While there are formal procedures and channels for reporting sexual harassment (see below), you are always free to speak confidentially with the Graduate Director. Please remember that SDSU is a mandated reporter, which means that—in certain situations—the DGS is obligated to contact authorities. See <https://titleix.sdsu.edu/general-info/get-help-now> for more information.

Sexual Harassment

For information about Title IX reporting and sexual harassment, please see <http://sdsutalks.sdsu.edu/sdsutalks/default.aspx>.

For more definitions about sexual violence, rape, and consent, please see the [SDSU Title IX Notice of Non-Discrimination Booklet \(PDF\)](#).

Master's Thesis or Comprehensive Examination

Completing your program of study requires making the decision about completing a comprehensive exam or a thesis. While this decision can be changed, you must make a tentative

decision about writing a master's thesis or taking the comprehensive exam at the time that you file the Program of Study. If you elect to write a master's thesis, the thesis (COMM 799A) is specified as one of the 10 courses in your Program of Study; otherwise students choosing to complete the comprehensive exam will choose to 10 graduate-level courses. Both options are discussed in the pages to follow in the "Master's Thesis" and "Comprehensive Exam" sections.



Comprehensive Exams

COMPREHENSIVE EXAMS

Revised July 2019

Choosing the Comprehensive Exam

The comprehensive exam is designed as an opportunity for students to review the knowledge they have gained throughout their MA coursework, make connections between theories and concepts, to illustrate comprehension of this material, and to demonstrate effective written and oral communication skills. The Comprehensive Exam (Plan B) is a written and oral examination covering material common to all Master's degree candidates and material specific to the courses the candidate personally took in his or her Program of Study.

Advantages and Disadvantages of Choosing the Comprehensive Exam Option

Students may choose the comprehensive exam option for a variety of reasons. First, the comprehensive exam process has clear beginning and ending dates (see calendar). This is unlike the thesis process, in which your ending date is ultimately decided by your chair. So, students taking comps can expect to know the results of their culminating experience (positive or otherwise) by a certain date. Second, students may be unable or unwilling to settle on one topic about which to write for a year or more (as with a thesis). For students with broad areas of interest, the comps option may be a more beneficial choice.

Of course, there are what some might call disadvantages to the comps option as well. Some may conclude that a timed essay exam (outside of a seminar exam, which students will have to take in most of their seminars) may simply be too much pressure and intensity. Additionally, students taking comprehensive examinations do not register for 3 units of thesis hours and must instead take an additional seminar.

Policy and Procedures

Students may opt to take a comprehensive exam, along with 30 units of coursework on their Program of Study, in order to fulfill the requirements of graduation. The initial in-house exam is offered every spring.

Students who elect to take comprehensive exams must file the Comprehensive Exam Request Form with the Graduate Director in the fall semester (no later the **third Friday in October**) in order to take the exam in the spring (see Graduate Calendar located at the beginning of this document). Before this form can be filed, students shall have secured the agreement of a faculty member to serve as the Chair of the student's Comprehensive Exam Committee. The Graduate Director, in consultation with the Director of the School of Communication, and in light of the student's interest area, will select two other faculty members to round out the Comprehensive Exam committee for each student. Students will be informed about the constitution of their committee by **the end of October**. These dates may vary slightly, see DGS announcements.

There will Comps Anticipation and Preparation (CAP) Classes in the fall semester. These are required for students taking comps in the spring semester. Any potential conflicts should be brought to the attention of the Director of Graduate Studies (DGS).

Students must submit a READING LIST to their chair for approval. The reading list must be typed in APA style. The chairperson may add or delete sources from the list, and inform the student of these changes. The reading list must be finalized with the chairperson of the comps

committee. See graduate calendar in the School of Communication handbook for specific deadlines.

The comprehensive exam will occur in three parts, as described in the next section. In order to pass the comprehensive exam, a student will be expected to pass each of these three parts to the satisfaction of the committee. The graduate program plagiarism policy is in effect for this exam.

PART ONE: IN-HOUSE QUESTIONS

Preparation: Sample questions are available as an Appendix in this document, but these questions are broad and applicable to all students of communication regardless of interest. Students will ask a faculty member to serve as the chair of their Comprehensive Examination Committee. Students will collaborate with their chair, who will prepare the final questions administered in the exam. From September until January, students will work with their chair for their preparation for the three hour in-house comprehensive exam to be given on the **third Friday in January** 9:00-12:00 in COM 209 or on Zoom.

Before the day of the exam, students will load Respondus Lock Down Browser on their computers: <http://www.respondus.com/lockdown/download.php?id=469641291> (this is for Windows 10—see link for directions for downloading on a Mac).

The Day of the Exam: On the day of the exam, students will report to the designated classroom (or Zoom) 10-15 minutes early to set up for the exam. Students will be asked to write answers to three of the comprehensive exam questions selected by their chair. These will be written by each students Comps Committee Chair; students will not know the three questions their Chair has prepared until the time of the exam. The written exam does NOT allow for the use of notes or any other supplementary material.

If students need accommodations for a disability, you must talk to the DGS ahead of time. Students may be asked to register with the Student Abilities Success Center.

PART TWO: TAKE-HOME ESSAY EXAM

Focus: The Take-Home portion of the comprehensive exam offers students the opportunity to demonstrate their critical thinking skills in a focused area of expertise. Students are asked to gather information within a subject area represented in their 15 source reading list and use it to construct a thoughtful, well-conceived analysis, critique, rationale, and conceptualization that applies this knowledge toward thoughtful extensions for future theorizing/ research AND/OR toward a communication-based perspective on a practical, applied, problem in the world.

Preparation: Preparation for the take-home exam will begin in September. In consultation with their committee chair, students will develop an area of communication research they feel they have mastered and work toward creating a reading list of no more than 15 sources that reasonably reflect the depth and breadth of the scholarship associated with that area of communication. The purpose of this reading list is to provide a foundational domain of scholarly literature considered essential to comment upon that topic, and the topics considered important to grounding that topic in its intellectual context(s).

The Day of the Exam: At the conclusion of the in-house exam, the student will be given a take-home question created by the comps chair based on the reading list. Students will then have ONE WEEK to complete an essay of 6-7 double-spaced 12-point Times Roman font, standard APA-formatted manuscript pages (not including reference pages). The take-home portion will be

due the Friday after the exam was given, in hard copy, to the thesis committee mailboxes no later than 4:00 pm. The essay must be e-mailed to all three committee members AND the Director of Graduate Studies by this deadline to ensure academic integrity. This answer must also be uploaded to the Canvas MA site in the appropriate place (see Canvas MA Site). If any student is found to have shared their take home essay with another person or gained feedback (even editing) from another person, they will automatically fail the exam and thus not be eligible to complete the requirements for a master's degree.

The committee will read and review the in-class and take-home exam and determine if the written portion of the exam demonstrates sufficient competency to warrant an oral examination. If so, the student will move forward as described below to set up the oral defense. If not, the student will have the opportunity to retake the written exam in March.

PART THREE: ORAL DEFENSE

Once students gain approval from the chair of their committee to move forward with the oral defense, they should schedule a 60-90 minute block of time for the oral defense at a time that is convenient for the Comprehensive Exam Committee. Students are encouraged to use Doodle, an on-line scheduling tool, to determine the best meeting time: <http://doodle.com/>. The defense should take place at approximately 2-3 weeks after the submission of the essay portion, and this time will differ among students. Students should endeavor to be as flexible as possible when scheduling this meeting. Once a time has been decided upon, students must schedule a room/zoom for the defense. Rooms can be scheduled with the Administrative Coordinator in The School of Communication.

After completing Part 1 and 2 of the comprehensive exam, students should review their answers and consider the questions that their committee could ask. Students may consult with their committee chair for feedback and guidance in preparing for the oral defense. During the oral defense, members of the committee may ask questions about the students' answers in Part 1, Part 2, or other questions of general knowledge and mastery of the material presented in the student's Program of Study. Students may discuss what to expect generally during this meeting with the chair of their committee, but students should not contact committee members to determine what they will specifically be asked in the defense.

Demeanor and Conduct: The oral exam is an examination, and competency must be demonstrated in all of its facets to the exacting standards of intellect, knowledge, and expression expected of the written exam. As such, it should not be treated as a social affair. Students are not to bring food or drink, and students should take care to remind and confirm with their committee the time and place of the defense. The oral exam will focus on defending the written exams, but in the process, any or all of the student's MA education will be eligible for examination in the context of defending the written exams. So, if questions about the written extend in their intellectual content to aspects of the student's coursework, readings, assignments, or core disciplinary knowledge, the student will be held accountable for demonstrating competency in the oral defense of their written answers.

Passing or Failing the Exam: The Committee signs a form specifying its decision for each candidate. The form is forwarded to the Graduate Division and Research office through the Director of Graduate Studies. There are 4 possible decisions that the Comprehensive Exam Committee may make, based on combined written responses and the oral defense:

1. **Unconditional pass**—The candidate passed the exam without further need to demonstrate in writing mastery of content.
2. **Conditional pass**—The candidate demonstrates passing performance on EITHER the in-house OR the take-home portion of the written examination, while failing the other portion. In this case, the committee has the option to direct the student to re-answer one or more questions, either in-house or in a take-home situation. The committee will clearly lay out the procedure for the student in this case.
3. **Conditional fail**—The candidate did not demonstrate mastery of Program material, but the Committee thinks the candidate should be given another chance to perform the Re-Take Comprehensive Exam. The student will answer DIFFERENT questions in the Re-take.
4. **Unconditional fail**—The candidate did not demonstrate mastery of program material and the Committee does not see sufficient basis for another attempt.

Candidates who conditionally fail the written or oral Comprehensive Exam may not reconstitute a new committee for the purpose of retaking the Exam. A member or members of the original Comprehensive Exam Committee may be excused from the Committee and a new member or members added only with the advanced written permission of the DGS and the School of Communication Director.

If the candidate passes the written, but fails the oral, on the first attempt, the candidate may be asked to rewrite either the in class or take home portions, according to the dates of the re-take examination schedule.

Upon successful passage of all areas of the Comprehensive Exam, the recommendation of the Committee is forwarded to the DGS, who files a *Report of Final Examination* form with Graduate Affairs. As a candidate, you should check with your committee Chair and the School of Communication DGS to confirm that this “Report” has been signed and submitted in a timely manner.



Thesis

The Master's Thesis

Another option for completing the requirements necessary graduation is the thesis.

The master's thesis is a multi-semester project of original research conducted by the master's candidate, under the supervision of a faculty thesis chair. The project is initiated by the student who collaborates with the thesis chair and then submits a thesis proposal to the faculty committee. After the thesis proposal is accepted and signed by three faculty members, the proposal is routed to School of Communication office and to the DGS for review.

While each student's progress will vary, the following a general timeline of tasks and benchmarks related to the thesis.

Approximate Thesis Timeline

By end of Semester Two

- Develop Abstract of Your Thesis Topic
- Confirm Thesis Chair
- Develop timeline for chapters and revisions with your Thesis Chair

Summer

- Work on drafts of the prospectus (Literature Review and proposed Methods)
- Submit first draft of prospectus to your Chair

Semester Three

- Finalize Thesis Proposal
- Finalize Thesis Committee
- Arrange a Thesis Proposal Meeting
- Submit Thesis Proposal to the School of Communication DGS
- Submit a protocol to the Institutional Review Board (if applicable)
- Submit Thesis Committee Form (see appendix) to Graduate Division
- Register for COMM 799 Thesis for following semester (add code is provided by Graduate Affairs)

Semester Four: Completing the Thesis

- Defending the Thesis
- Formatting the Thesis (refer to Montezuma Publishing website)
- Submit thesis to Montezuma Publishing
- Submit thesis for publishing

Forming a Thesis Committee

Your committee must consist of three SDSU Professors: two from the School of Communication (a Chair and second) and one outside of the department.

- Set up an appointment with the person you would like to be the chair of your committee. Prior to the appointment, it's a good idea to provide the faculty member with a copy of an

abstract. A conversation should follow, and it is not usual for the direction of your thesis to change. At the meeting, ask the person if he or she would be willing to chair your committee. This meeting gives the faculty members an opportunity to tell you if they are available to serve on your committee.

- Next, set up appointments with the professors whom you would like to serve as second and third members of your thesis. At the appointment, tell them who is serving as your chair and ask the following questions:
 - (a) Would you be willing to serve as a second/third member of my thesis committee?
 - (b) What suggestions do you have for readings and/or methods?
 - (c) What type of role do you like to play in the thesis process (e.g., only see it when it is close to completion, one chapter at a time, etc.)?

Sometimes committee members will ask for a TENTATIVE timeline of your thesis research process, from the date you plan to complete your thesis proposal to the date you plan to defend your thesis. Alternatively, you may wish to provide them with one.

Finalizing Thesis Proposal

Generally, the thesis proposal provides a description of the focus and rationale for your research/project, a review of related literature, procedures for conducting your research/project, and the format of the final thesis. Thesis proposals vary somewhat across graduate specializations and degree programs in the School of Communication, but generally they consist of two chapters: Chapter One is usually the introduction, rationale, and literature review; Chapter Two is usually the Methods chapter (for the prospectus, you will obviously describe what you plan to do, not what you have already done).

Regardless, each thesis proposal is a plan for the conduct of a specific research or creative project. The proposal serves as a "blueprint" or "understanding" between thesis committees and the graduate student regarding the scope of the proposed project. A detailed proposal reduces the chance of misunderstandings between chairs, committees, and graduate students. The proposal typically translates to a head start on chapters one and two.

The deadline for completing your proposal is the Friday two weeks prior to the end of the semester (see the Graduate Calendar for dates). However, it is recommended that the proposal be completed early in the semester before midterm, for a number of compelling reasons. Completing it around this date avoids most National Communication Association convention-related scheduling conflicts (the convention is usually the second or third week in November), as well as the impeding holiday travel and finals-related work.

As you work on drafts of your proposal and thesis, it is important for you and your committee to keep track of each version of your work. We recommend that you develop a system for labeling each version on the cover page and for labeling the document electronically.

Arranging Thesis Proposal Meeting

After selecting a thesis chair and committee, developing the thesis proposal, gaining a thesis committee form from graduate division, circulating the completed thesis proposal and thesis abstract to the thesis committee, the student is to set up a thesis proposal meeting (coordinating the date, time, and location- The use of Doodle's scheduling tool is recommended <http://doodle.com>). While not mandatory, it is advisable for the candidate to provide a light snack for the committee members at this meeting.

There are a number of important objectives for this meeting:

1. Committee members meet each other for the first time
2. Committee members have an opportunity to dialogue with you and one another about your proposal and ideas for refining the thesis project
3. The committee establishes a timeline for completing the thesis
4. The committee articulates the roles each member of the thesis prefers to play (ranging from being involved at each step or only when the project is complete)
5. The student asks any questions they may have about the thesis process
6. Members sign the thesis committee form required by the Graduate Division
7. Committee members sign the Thesis Cover sheet required by the School of Communication

Submitting Thesis Proposal to the School of Communication

Your complete thesis proposal, approved by your chair and members of your thesis committee, is then routed to each member of your committee and the School of Communication office usually by **4:00 FRIDAY, TWO WEEKS PRIOR TO THE END OF FINAL EXAMINATIONS**. The cover sheet for the proposal should include the title, your name, and the names and signatures of your committee members. In addition, **by this same deadline**, you must complete and circulate to ALL School of Communication faculty, a one to two-page abstract of your proposal, with a cover sheet identical to the one attached to the proposal (see appendix).

NOTE: Once the faculty has reviewed your abstract, you are eligible to enroll in thesis credit, and you have submitted the signed thesis committee form to the Graduate Division, you will be eligible to enroll in thesis hours (COMM 799A). **IF YOU FAIL TO MEET THE THESIS PROPOSAL DEADLINE YOU CANNOT ENROLL IN 799A IN THE FOLLOWING SEMESTER.** See the Graduate Schedule and Deadlines section of this Handbook for the exact date.

Submitting Proposal to The Institutional Review Board (IRB) (If applicable)

If you are going to study people (as opposed to content analysis, legal research, rhetorical research, or historical research), you need prior approval from the IRB. No study of human subjects on this campus may proceed without approval from this committee.

You must first request an InfoEd account here:

https://research.sdsu.edu/research_affairs/human_subjects/guidance

Then, you must complete the required human subjects training here:

http://research.sdsu.edu/research_affairs/human_subjects/training

Ask your thesis committee chair to assist you in considering the necessity and/or procedures for human subjects approval.

Writing Thesis and Working with Committee

1. Visit the members of your committee periodically and report on your progress. This suggestion serves several functions. Frequent consultation serves to recharge your creative batteries and helps you finish your thesis more quickly.
2. Provide each member of the committee with his or her own copy of the next-to-last draft of your thesis **AT LEAST ONE-WEEK PRIOR TO THE DEFENSE DATE**. Most faculty members resent being asked to a thesis defense when they have not seen it until a few days before the defense or if it is presented to them as a "finished product."
3. Find resolutions to differences of opinions. You do not have to accept all suggestions about minor changes; but you should listen carefully to major objections. Your Chair will help you decide which revisions to incorporate, to what degree, and which ones are for future iterations of the thesis (i.e., conference and publication submissions).

Formatting the Thesis

The master's thesis is a formal document that is catalogued and saved in the University library for study by other scholars of communication for years to come. Therefore, the form and style of the thesis is quite exacting. To aid you in writing your thesis, Montezuma Publishing provides guidelines for thesis formatting:

<http://www.montezumapublishing.com/thesis1/ThesisFormatting.aspx>

Thesis Oral Defense

- It is a good idea to contact the committee members the day before to remind them of the time and place of the meeting, and perhaps to re-confirm with that the room is properly reserved.
- It is a good idea to make sure your committee members have both a hard copy and an e-copy of your thesis.
- You must bring a perfectly printed and proportioned, mistake-free, title/signature page to

the defense.

- You may invite friends or family, but if they attend, they will be asked to leave with you both times you are asked out of the room.
- You may bring whatever materials you might need as support.
- The Chair may ask that you provide a 5 to 10-minute formal presentation. This should be a planned and practiced presentation. Remember, the committee has just read your thesis—the purpose of this presentation is to coherently summarize the project, from its inception to its findings and implications—succinct, persuasive, and polished. Many students even prepare a Powerpoint for the presentation. If you do, make sure you get to the room ahead of time to make sure the projector is working.
- Some questions are fairly common, including: (a) What would you do differently, in retrospect? (b) What do you intend to do next (in regard to this topic, and/or in regard to your career)? (c) What did you learn (about yourself, about science, etc.) from doing this study?
- You or your Chair may take notes of what specifically will need to be addressed.
- You will be invited back into the room and given the decision of the committee, which typically takes one of the following forms:
 - (a) Passed/Approved as is
 - (b) Passed by the outside/second members, conditional upon the Chair’s approval of recommended revisions, which may be (i) major, or (ii) minor
 - (c) Conditional pass/approval, in which revisions must be reviewed by one or more committee members prior to signature, or
 - (d) Fail
- The Chair will typically spend some time after the rest of the committee departs to review the changes needed, and to schedule appointments should new analyses need to be run. The Chair will typically only sign after reviewing the subsequent revisions to assure they have been carried out satisfactorily.
- The week following defense should be devoted to finishing up the thesis.

Final Review and Duplication

- Once your thesis has been revised and all committee members have signed the signature page, submit your thesis to Montezuma Publishing. You can choose to pay for them to format it, or you can format it yourself. The latter way can be time consuming, as you may have to submit and re-submit based suggestions you receive.
- Once your thesis format is approved, you can request copies be made. You are required to pay for any copies. You can choose from perfect bound or “spiral” or punch bound (less expensive). A perfect bound, hardcover copy of your thesis should be requested for the Comm 209 School of Communication library. Usually, students request a bound copy for themselves. It’s customary for the Chair to receive a copy, but ask them in advance. Additionally, you should ask other committee members their preference (they may not want one). You can expect duplicating and binding to take a minimum of several months.

Potential Intellectual Property Rights Criteria

There are many functions served by a thesis, including instruction of a student and his/her mentors, enhancement of one's expertise in a given area of knowledge, creating a research agenda, laying the groundwork for conference and journal submissions (though graduate course papers can do this as well). These latter function is best served when the thesis is shared with larger audiences, which in turn involves presentation and publication. Students who subsequently present, publish or distribute their works bring prestige to their university, their instructors, and themselves. All students are urged to consider submitting their work to conference and publication. In anticipation of this possibility:

1. A form you must complete prior to conducting your thesis, to be turned into the Graduate Division and signed by your Thesis Committee Chair, requires you to discuss ownership and plans for the use of your data/thesis after its completion. The intent of this form is for you and your Chair to discuss all of the reasonable plans, responsibilities, and attribution issues that may arise concerning your thesis. This might include copyrights, publication, and distribution plans, and even profit ventures developing out of your thesis work. Understandings arising from such discussions should be noted explicitly in writing on the form, which can subsequently be interpreted as a contract.
2. There are many levels of attributions for intellectual credit. A faculty member can be listed as lead author, co-author, noted or acknowledged as an important contributor, consultant, or instructor. The level at which an author or co-author is credited may have consequences for that person's prestige, promotion, tenure, and share in profits, awards, rewards, and/or recognition. However, no person should receive credit for work she or he did not earn.
3. In general, all things being equal, committee members and at least the thesis Chair should expect involvement in and attribution as co-author of subsequent versions of the thesis under any of the following conditions. Issues such as the order of authorship can be determined by the following conditions. These issues are illustrative rather than definitive or comprehensive. The basic rationale is that the more criteria a professor meets, the more likely it is she or he should be attributed with co-authorship, co-ownership, and/or co-credit for the products of the thesis.
 - a. When the faculty member is involved in at least major rewrites or reorganizations of the project ("major" suggests substantive and substantial amounts of re-writing, redirection of the basic arguments, rationale, or structure of the project);
 - b. When the faculty member actively negotiates and/or provides the sample, location, and/or agreements permitting the project to proceed;
 - c. When the faculty member conducts the data analyses;
 - d. When the faculty member develops the measures, methods, or techniques uniquely for this project;
 - e. When the faculty member is requested by the student to take primary responsibility for editing the project for purposes of conference, publication, or show submission.
4. Of course, exceptions and extensions can be negotiated with the Committee members. However, resulting understandings or conditions should be noted in the space provided on the form. Remember that authorship order should also be negotiated, or at least the criteria for determining authorship order.
5. When the committee member(s), and/or Chair, involve themselves in less than the ways above, or when their role is primarily advisory and consultative (e.g., providing marginalia,

oral discussions in office, suggestions for re-thinking the thesis, etc.), then co-authorship is not recommended. However, it is considered good form to note on any subsequent versions of the thesis that a previous version of it was completed as a thesis in the School of Communication at San Diego State University, and to express appreciation to the Chair and thesis committee members for their efforts in facilitating the completion of the project.



File an Application for Graduation

File an Application for Graduation

The university begins accepting applications for graduation in the term prior to anticipated graduation. Application deadlines are early in the semester and require a \$100 fee. Applications can be obtained and submitted to the Graduate Research Division. In order for the application to be approved, the student's Program of Study must be complete and **match exactly** the coursework that the student has completed or is in the process of completing.

See the Calendar for dates on application for graduation deadlines.

Appendices

SCHOOL OF COMMUNICATION COMPREHENSIVE EXAM PROCEDURES

Student Learning Objectives

1. Broad based ability to describe, compare, contrast, and critique prominent theories from AT LEAST two seminars taken in the School of Communication.
2. Ability to identify and/or formulate significant theories/theoretical questions and linkage of methodological procedures to such theories.
3. Make an explicit communication to communication.
4. Ability to develop and critique major methodological paradigms substantiated in the School of Communication.
5. Incorporate your own voice, positionality, and perspective.
6. Demonstrate all requisites of being able to write in a scholarly and professional voice, including (but not limited to):
 - a. Ethics of research/writing
 - b. Mastering APA style
 - c. Writing at a sufficient level for conference and/or journal-level submissions

Preparations for the In-House Exam

You should meet with your Chair in your second or third semester to discuss your areas of interest, your knowledge of theory and methods, and the types and kinds of questions your Chair and you think will adequately assess your knowledge, argumentation and writing skills, and oral defense abilities.

Comprehensive exam questions will, collectively, engage your knowledge regarding communication theory, methods, and practice. The following is meant as a study guide to assist you with your preparations.

Topic Areas

1. Communication Theory
 - a. Describe the parameters, scope, and evaluative criteria of a theory
 - b. Compare and contrast theories of the same communication phenomena
 - c. Trace the development and history of a theoretical approach in communication
2. Paradigms and Methodologies for Researching Communication
 - a. Articulate guiding and underlying assumptions of a research paradigm/method
 - b. Describe the strengths and weaknesses of ethical challenges with regard to research

- c. Describe and evaluate the value of validity and reliability in different approaches to researching communication
- 3. Area of Communication Study
 - a. Within ONE of your areas of interest, explore the theoretical explanations regarding phenomena
 - b. Within your area of interest, describe methods-based approaches to investigations

Preparations for the Take-Home Exam

The take-home portion is limited to 5-7 double-spaced pages. You will have one week from the completion of the in-house portion to submit a typed, double-spaced document to your committee. You will receive your take-home question on the same day you take your in-house comprehensive exams.

You should meet with your Chair during your third semester to discuss the scope and nature of your questions, and also to develop a reading list from which you will draw for your take-home question.

SAMPLE COMPREHENSIVE EXAM QUESTIONS

Please use the following as examples of the kinds and types of questions you might be asked. In each answer you are expected to draw on the theories, ideas, concepts, and/or methods from at least two different seminars in answering each question. All answers should make an explicit connection to communication research.

1. What is a paradigm? Formally identify and define three distinct paradigms within the field of communication. As part of your answer, be sure to review and elaborate the key aspects of each paradigm, including their similarities and differences, as well as their strengths and limitations. In addition, illustrate how a research question might be investigated differently by scholars who approach it from the paradigms you've identified and defined.
2. Choose one communication theory and discuss its scope (i.e., what it explains and its potential limitations). In your answer, remember to articulate the theory in full, and describe its strengths and current applications within the field of communication. Next, refine and extend the parameters of this theory in some way to broaden its scope. What does this new extension explain that the original theory does not? Please elaborate on the implications of this extension for communication research.
3. Identify and briefly describe two theories from different seminars that attempt to explain the same communication issue. Compare and contrast the two theories in terms of at least four relevant evaluative criteria (which may include: explanatory power, specificity, generality, parsimony, scope, control, testability, productiveness, heurism, aesthetics, counter-suggestiveness, multi-vocality,

critical perspective, catalytic potential, reflexivity, embodiment, temporality, and/or other criteria of your choosing). Clearly define your evaluative criteria and completely articulate each theory. As part of your answer, remember to define the communication issue of interest and justify why it warrants attention.

4. Identify a problem in contemporary society. Describe what the communication discipline offers that enhances our understanding of the issue. Next, identify three research questions or hypotheses to investigate this problem. Last, propose a methodology that would allow you to address these research questions or test these hypotheses.
5. Identify three ethical challenges in communication research. These can range from project, hypotheses, and research question generation, to data collection and analysis, to writing. While these challenges can be hypothetical, they should be grounded in the ways you have learned to conduct original research. Once you have identified three ethical challenges, detail how a researcher can account for and address these challenges, drawing on any relevant research.
6. Compare and contrast the definitions of validity and reliability in two different methodological approaches of inquiry that you have studied in two different seminars. (a) How is validity assessed or enhanced? (Identify, define and discuss the means of verification used by each approach and explain how each enhances validity.) Provide examples. (b) How is reliability assessed or enhanced? (Identify, define and discuss the means of verification used by each approach and explain how each enhances reliability.) Provide examples.
7. Propose a methodology to investigate an original scholarly project. Start by providing 1 paragraph overviewing the rationale for the project that ends with 1-2 research questions or hypotheses that will be examined. Then, follow journalistic/APA standards to write a methods section that mimics what one would read in a traditional research study. Detail the sampling, procedures, measures, and analyses by which your investigation would proceed. End with a limitations section that shows your awareness of the scope of the method you've proposed.

Faculty

The communication faculty members at San Diego State University are award-winning teacher-scholars. They are engaged in the community, collaborating with local non-profit and for profit organizations in ways that help students learn to be effective professionals in different settings

Director

Canary, Heather Ph.D. Arizona State University

Professional Expertise: Managerial communication, leadership, family communication, disability and communication, organizational communication. hcanary@sdsu.edu

Graduate Faculty

Asante, Godfried Ph.D. University of New Mexico

Professional Expertise: social hierarchies around gender, sexuality, ethnicity, race, sex/body, nation; social inequalities and exclusions. gasante@sdsu.edu

Beach, Wayne Ph.D. University of Utah

Professional Expertise: Language & social interaction, law interaction, interaction and gender, conversation analysis. wbeach@sdsu.edu

Canary, Daniel (lecturer) Ph.D. University of Southern California

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Chen, Yea-Wen Ph.D. University of New Mexico

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Tiffany Dykstra -Devette Ph.D. University of Utah

Professional Expertise: Organizational communication, qualitative research methods, critical rhetorical methods. tdykstradevette@sdsu.edu

Dionisopoulos, George Ph.D. Purdue University

Professional Expertise: Rhetorical theory and criticism, argumentation, persuasion, public argument. dionisop@sdsu.edu

Geist-Martin, Patricia Ph.D. Purdue University

Professional Expertise: Organizational and health communication, gender, ethnography. pgeist@sdsu.edu

Goehring, Charles Ph.D. University of Iowa

Professional Expertise: Rhetorical movements, rhetorical theory, interaction and gender.
cgoehrin@sdsu.edu

Lindemann, Kurt Ph.D. Arizona State University, Director of Graduate Studies

Professional expertise: Performance studies, Organizational communication, ethnography, gender and masculinity, and disability. klindema@sdsu.edu

Martinez, Lourdes Ph.D., University of Pennsylvania

Professional expertise: Health Communication, Big Data research. lsmartinez@sdsu.edu

Ray, Colter Ph.D. Arizona State University

Professional expertise: Health Communication, biology and communication, quantitative research methods. cdray@sdsu.edu

Record, Rachael Ph.D. University of Kentucky

Professional expertise: Health Communication, health campaigns. rrecord@mail.sdsu.edu

Savage, Matthew Ph.D. Arizona State University

Professional expertise: Health Communication, campaigns, interpersonal violence and bullying. Matthew.Savage@sdsu.edu

Spitzberg, Brian Ph.D. University of Southern California

Professional Expertise: Interpersonal communication, conflict, coercion, violence, stalking, risk and crisis communication, relational communication, assessment.
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Winslow, Luke Ph.D. University of Texas

Professional Expertise: Rhetoric, political rhetoric and social movements.
lwinslow@sdsu.edu

SCHOOL OF COMMUNICATION M.A. DEGREE PROGRAM (30 units)

Part I:	Core Theory & Methods	Three (3) Units
COMM 601	Seminar: Theory and Research Methods in Communication	
Part II:	Tools	Six (6) Units
COMM 610	Seminar: Advanced Communication Theory	
COMM 620	Seminar: Quantitative Methods in Communication Research	
COMM 640	Seminar: Critical and Rhetorical Methods in Communication	
COMM 660	Seminar: Ethnographic Methods in Communication Research	
COMM 665	Seminar: Conversation Analysis in Communication Research	
Part III:	Specialization Courses	Fifteen (15) Units
COMM 610	Seminar: Advanced Communication Theory	
COMM 620	Seminar: Quantitative Methods in Communication Research	
COMM 640	Seminar: Critical and Rhetorical Methods in Communication	
COMM 660	Seminar: Ethnographic Methods in Communication Research	
COMM 665	Seminar: Conversation Analysis in Communication Research	
COMM 696	Special Topics (may be repeated with new content)	
COMM 705	Seminar: Performance Studies	
COMM 706	Seminar: Organizational Communication	
COMM 707	Seminar: Instructional Communication	
COMM 715	Seminar: Nonverbal Communication	
COMM 721	Seminar: Health Communication	
COMM 735	Seminar: Relational Communication	
COMM 740	Seminar: Rhetorical Theory	
COMM 745	Seminar: The Rhetoric of Women's Rights	
COMM 750	Seminar: Com Contexts (may be repeated if new content)	
COMM 751	Seminar: Gender & Comm. (may be repeated if new content)	
COMM 752	Seminar: The Dark Side of Relational Communication	
COMM 755	Seminar: Public Address	
COMM 771	Seminar: Intercultural Communication	
COMM 783	Seminar: Medical Interaction	
COMM 786	Seminar: Communication and Leadership	
COMM 792	Seminar: Persuasion	

Part IV: Electives Three (3) Units

Inside or outside the School of Communication, with adviser's approval, including COMM 798. Students may petition to take a second elective outside the department or a second special study.

Part V: Program Completion Three (3) Units

COMM 799a Thesis OR 3 units of COM 600-700

NOTE:

- No more than 3 units can be taken outside the School of Communication OR as a special study (COMM798).
- Electives must be 600 level or above (or approval from Grad Adviser)
- No more than 9 units on the Program of Study can be Comm 750

PLAGIARISM

Plagiarism is one of the highest forms of academic offense. It represents several ethics violations. It is **theft** of intellectual property. In academe, a scholar's words, ideas, and creative products represent essential intellectual property, which are the primary measures of scholarly identity, status and achievement. It is **fraud**. Students should be assessed on their own ideas and abilities; not the ideas and abilities of others. It is **unfair**. It introduces bias and inequity in the assessment process, producing grades for fellow students based on disadvantaged standards and expectations. It is **corruption**. It undermines the credibility of higher education by misrepresenting the meaning of university grades and degrees to the rest of the public. Whether by ignorance, accident, or intent, theft is still theft, fraud is still fraud, inequity is still inequity, and corruption is still corruption. Therefore, the offense, no matter how minor in quantity, is still serious, and is treated as such.

The most recent SDSU Graduate Bulletin policy states:

Plagiarism

Plagiarism is defined as the act of incorporating ideas, words, or specific substance of another, whether purchased, borrowed, or otherwise obtained, and submitting same to the university as one's own work to fulfill academic requirements without giving credit to the appropriate source. Plagiarism shall include but not be limited to

- (a) submitting work, either in part or in whole, completed by another;
- (b) omitting footnotes for ideas, statements, facts, or conclusions that belong to another;
- (c) omitting quotation marks when quoting directly from another, whether it be a paragraph, sentence, or part thereof;
- (d) close and lengthy paraphrasing of the writings of another;
- (e) submitting another person's artistic works, such as musical compositions, photographs, paintings, drawings, or sculptures; and
- (f) submitting as one's own work papers purchased from research companies.

Disciplinary Action

Cheating and plagiarism in connection with an academic program at the university may warrant two separate and distinct courses of disciplinary action that may be applied concurrently in response to aviolation of this policy: (a) academic sanctions, such as grade modifications; and (b) punitive sanctions, such as probation, suspension, or expulsion. Academic sanctions are concerned with the student's grades and are the responsibility of the instructor involved. Punitive sanctions are concerned with the student's records and status on campus and shall be the responsibility of the university president or designated representative. The Coordinator of Judiciary Procedures shall be the president's representative in matters of student discipline.

THE ACADEMIC DISHONESTY POLICY OF THE SCHOOL OF COMMUNICATION

In any case in which an instructor identifies evidence for charging a student with violation of academic conduct standards or plagiarism, the presumption will be with that instructor's determination. The instructor(s) will confer with the School Director to confirm the evidence. Once confirmed, the student will be informed and presented with the evidence. Some conditions and terms below clarify the School policy and procedure.

Proper source attribution: Proper attribution occurs by specifying the source of content or ideas. This is done by (a) providing quotation marks around text, when directly quoted, and (b) clearly designating the source of the text or information relied upon in an assignment.

Intellectual contents: Intellectual contents include all forms of 'text' produced by another person or persons. It includes: writings, course syllabi, course lectures and recordings of lectures, visual information such as models, videos, lyrics, software, etc.

Secondary citations: Secondary citation is not strictly a form of plagiarism, but in blatant forms, it can present similar ethical challenges. A secondary citation is citing source A, which in turn cites source B, but it is source B's ideas or content that provide the basis for the claims the student intends to make in the assignment. For example, assume that there is an article by Jones (2006) in the student's hands, in which there is a discussion or quotation of an article by Smith (1998). Assume further that what Smith seems to be saying is very important to the student's analysis. In such a situation, the student should always try to locate the original Smith source. *In general, if an idea is important enough to discuss in an assignment, it is important enough to locate and cite the original source for that idea.* There are several reasons for these policies: (a) Authors sometimes commit citation errors, which might be replicated without knowing it; (b) Authors sometimes make interpretation errors, which might be ignorantly reinforced (c) Therefore, reliability of scholarly activity is made more difficult to assure and enforce; (d) By relying on only a few sources of review, the learning process is short-circuited, and the student's own research competencies are diminished, which are integral to any liberal education; (e) By masking the actual sources of ideas, readers must second guess which sources come from which citations, making the readers' own research more difficult; (f) By masking the origin of the information, the actual source of ideas is misrepresented. Some suggestions that assist with this principle:

- When the ideas Jones discusses are clearly attributed to, or unique to, Smith, then find the Smith source and citation.
- When the ideas Jones is discussing are historically associated more with Smith than with Jones, then find the Smith source and citation.
- In contrast, Jones is sometimes merely using Smith to back up what Jones is saying and believes, and is independently qualified to claim, whether or not Smith would have also said it; in such a case, citing Jones is sufficient.
- Never simply copy a series of citations at the end of a statement by Jones, and reproduce the reference list without actually going to look up what those references report—the only guarantee that claims are valid is for a student to read the original sources of those claims.

Self-plagiarism: Students often practice some form of 'double-dipping,' in which they write on a given topic across more than one course assignment. In general, there is nothing wrong with double-dipping *topics or sources*, but there is a problem with double-dipping *exact and redundant*

text. It is common for scholars to write on the same topic across many publication outlets; this is part of developing expertise and the reputation of being a scholar on a topic. Scholars, however, are not permitted to *repeat exact text* across papers or publications except when noted and attributed, as this wastes precious intellectual space with repetition and does a disservice to the particular source of original presentation by ‘diluting’ the value of the original presentation. Any time that a writer simply ‘cuts-and-pastes’ exact text from former papers into a new paper without proper attribution, it is a form of *self-plagiarism*. Consequently, a given paper should never be turned in to multiple classes. Entire paragraphs, or even sentences, should not be repeated word-for-word across course assignments. Each new writing assignment is precisely that, a new writing assignment, requiring new composition on the student’s part.

Specific exemplary infractions and consequences:

- **Course failure:** Reproducing a whole paper, paragraph, or large portions of unattributed materials without proper attribution, whether represented by: (a) multiple sentences, images, or portions of images; or (b) by percentage of assignment length, will result in assignment of an “F” in the course in which the infraction occurred, and a report to the Center for Student Rights and Responsibilities (CSRR²).
- **Assignment failure:** Reproducing a sentence or sentence fragment with no quotation marks, but with source citation, or subsets of visual images without source attribution, will *minimally* result in an “F” on the assignment, and may result in greater penalty, including a report to the CSRR, depending factors noted below.
- **Exacerbating conditions--Amount:** Evidence of infraction, even if fragmentary, is increased with a greater: (a) number of infractions; (b) distribution of infractions across an assignment; or (c) proportion of the assignment consisting of infractions.
- **Exacerbating conditions--Intent:** Evidence of foreknowledge and intent to deceive magnifies the seriousness of the offense and the grounds for official response. Plagiarism, whether ‘by accident’ or ‘by ignorance,’ still qualifies as plagiarism—it is all students’ responsibility to make sure their assignments are not committing the offense.
- **Solicitation of materials to help you gain an unfair advantage:** Asking someone to do part or all of your fieldwork, to write parts of any assignment (unless you are writing with an assigned partner), to provide you with quiz or exam answers. These all qualify as academic dishonesty and may result in a student receiving a zero for the assignment, an F in the class, and/or the case forwarded to the Center for Student Rights and Responsibilities.
- **Falsifying Data:** Falsifying (i.e., “making up”) in part or whole fieldwork or interview notes and transcriptions. These all qualify as academic dishonesty and may result in a student receiving a zero for the assignment, an F in the class, and/or the case forwarded to the Center for Student Rights and Responsibilities.
- **Exceptions:** Any exceptions to these policies will be considered on a case-by-case basis, and only under exceptional circumstances.

Additional Stipulations for Graduate Students & GTAs: If, following a review with a Communication graduate student, a faculty member and School Director determine academic dishonesty has occurred, the evidence will be submitted to the Center of Student Rights and Responsibilities (CSRR). The report “identifies the student who was found responsible, the general nature of the offense, the action taken, and a recommendation as to whether or not

additional action should be considered by the campus judicial affairs office” (CSRR Website¹). The student will be permitted to continue as a student in the Communication graduate program and as a Teaching Associate (if so assigned), until such time as CSRR due process has taken its course. If CSRR rules in favor of the student, the student’s status in the program will continue. If due process rules against the student, then the student will immediately be dropped from all classes in the Communication graduate program and any Teaching Associate position in the School will be terminated. Graduate students may voluntarily withdraw from classes and Teaching Associate duties when charges are brought forward. The School’s Director must be notified in writing. Students who voluntarily withdraw, notify the director in a timely manner, and who are subsequently found not guilty of plagiarism may be reinstated without prejudice at the start of the next semester.

Turnitin.com: In most classes, major writing assignments will be turned in to *Turnitin.com* via Blackboard. Faculty may use additional methods to detect plagiarism.

GPA Standards

You are required to maintain an overall 3.0 grade point average (GPA) in

(a) all courses listed on the official degree program required to complete undergraduate deficiencies

(b) all courses listed on the official degree program (see appendix)

(c) all courses taken at SDSU concurrently with or subsequently to the earliest course listed on the official degree program, including courses accepted for transfer credit.

If your GPA falls below 3.0, you cannot be advanced to candidacy, complete a Master's Thesis, take the Comprehensive Exam, or graduate. Further, you may become ineligible from graduate teaching and research assistantships.

If your cumulative GPA falls below 2.85, the University will place you on scholastic probation. While on scholastic probation, a student is expected to improve his or her GPA to 3.0. Failure to do so may result in scholastic disqualification (the student is removed from classified status and designated as post-baccalaureate unclassified, or disqualified from the university). Unclassified status permits the student to take undergraduate and 500-level graduate coursework. However, such coursework does not count toward the MA. To pursue the master's degree, such a student would have to reapply to the graduate program. See the *Graduate Bulletin* for more details on grade point averages, scholastic probation, and scholastic disqualification.

Grading and Advanced Scholarship

Students in courses in the School of Communication have a right to an objective description of how grades are assigned in a course. This information should be provided to students in the course syllabus or as a supplement to the syllabus. All faculty in the School of Communication have the right and obligation to make a determination of the quality of the student's scholarship and assign appropriate grades. Grades of "C," "D," and "F" are appropriate grades for faculty to assign to student work that does not meet the criterion of advanced scholarship or creative works

¹ http://csrr.sdsu.edu/student_affairs/srr/conduct.aspx

in communication. If you are assigned grades that you do not understand or that you think do not reflect the true quality of your work, you may appeal to the faculty member who assigned the grade to you. Further appeal may be made according to the *Graduate Bulletin* ("Assignment of Grades and Grade Appeals").

General Policy Appeals

Students may appeal virtually any decision, date, or policy elaborated herein or in the SDSU Bulletin of the Graduate Division. In most instances, appeals must be initiated by the student by first seeking a faculty advocate. This advocate should, in writing, bring the appeal to the Director of Graduate Studies. If the case warrants, it will be circulated among and/or brought before the Graduate Committee for consultation. The Director of Graduate Studies will make decisions based on

- (a) the merits of the case
- (b) precedent and/or existing policy statements
- (c) advice of the Graduate Committee and, in matters of University Policy, with approval of the Graduate Division.

It is important to understand that appeals are considered for extreme and unusual cases, and that given the issues of fairness and the amount of administrative effort involved, appeals should be pursued only in cases of extraordinary circumstance or merit.

Communication Graduate Student Organization (SoCal)

The Society for Communication and Leadership (SoCal) is committed to creating community in the School of Communication. We seek to coordinate the needs and desires of students with the faculty, the university, and the communities outside of the classroom. We attempt to bridge gaps among members of the School of Communication by encouraging social interaction and networking throughout the student's time at San Diego State. We represent what is best in the School of Communication to the community through fundraisers and community service. We also address those areas that need development in the School of Communication and the larger community. We believe that graduate students are in a unique position to creatively construct and SoCal leads in that endeavor.

Petition For Adjustment of Academic Requirements

This petition is used to request an exception of specific requirements stated in the Graduate Bulletin. These may include substitution of core (required) courses, extension of incompletes, excess units taken through Extended Studies' Open University, using prior year's Graduate Bulletin requirements and transfer courses from another university replacing core (required) courses. The petition must be signed and supported by the graduate adviser. See the PAAR form on the Graduate Affairs website: https://grad.sdsu.edu/current_grad_students/forms

Instructions to Petitioners to Retake Core (COMM 601)

Students who obtain less than a B in COMM 601 may only continue their studies in the Communication graduate program upon approval of a petition. The petition will be evaluated by the graduate faculty and will be approved only under exceptional circumstances and for compelling reasons.

Students submitting the petition should inform the Director of Graduate Studies of their intent to submit a petition as soon as they learn of their grade (which often happens before the end of the semester). Petitions should be sent in electronic form to the Director of Graduate Studies no later than one week after the end of the semester. Petitioners will be notified of the faculty's response to the petition within two weeks of the end of the semester.

PETITION TO RETAKE COMM 601

1. Student Name: _____
2. Red ID: _____
3. Phone _____ e-mail _____
4. Provide a description of what you see as the deficiencies in your work in COM 601.
5. Provide a detailed explanation of the extraordinary, special, and compelling circumstances that prevented you from successfully completing the course you seek to retake (500 word limit; APA style).
6. Provide a cogent, realistic, and detailed plan of action to convince the Graduate Committee that you will be able to earn a "B" or higher, should you be granted the opportunity to retake the course(s) (500 word limit; APA style).
7. Provide a description of why you would like to continue in the program, if provided the opportunity.
8. Attach any documentation you deem relevant to substantiate the claims you make in 5 and 6 above.

COMPREHENSIVE EXAM REQUEST FORM

Revised 7/20/13

Name: _____

RED ID#:

Email: _____

Comprehensive Exam Chair

The undersigned faculty has agreed to serve as my comprehensive exam chair.

Faculty Member Name

Signature

List all courses completed, or in progress, in the MA program at San Diego State University, and the professor with whom the course was completed.

Course Abbreviation/Number/Name	Name of Faculty Instructor
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

NOW is the time to check your submitted program of study and verify the courses you have/are TAKING are the same as listed in the Program of Study. If changes have occurred, fill out the form located here:

http://newscenter.sdsu.edu/gra/images/petition_for_adjust_of_acad_require.pdf

Preparation for the In-class Portion of the Comprehensive Exam

In preparing your answers for the in-class portion of the comprehensive exams, you are free to talk with other students.

Preparing the Take-Home Portion of the Comprehensive Exam

The comprehensive exam is a measure of your academic progress. You are to write the take-home essay portion of the comprehensive exam WITHOUT assistance from anyone in developing content, editing, or feedback from anyone else, including peers and faculty.

I have read and understand the Comprehensive Exam Policy and Procedures and agree to abide by them.

Signature

Printed Name

Date

This form is due to the Graduate Director (see Graduate Handbook calendar for dates)

SCHOOL OF COMMUNICATION M.A. DEFENSE EVALUATION FORM

Student Name:		Vetted by TurnItIn.com?	No: <input type="radio"/> Yes: <input type="radio"/>
WRITTENS:	UNACCEPTABLE	ACCEPTABLE	SUPERIOR
Theory:	Theoretical claims omit important principles, evidence ignorance of core information, or commit errors	Theoretical claims evidence sound basic knowledge and understanding of theories and their principles and terms	Theoretical claims evidence sophisticated, multi-layered comprehension of theory(ies) and their implications
Method:	Methodological claims omit important principles, evidence ignorance of core information, or commit errors	Methodological claims evidence sound basic knowledge and understanding of methods and their principles and terms	Methodological claims evidence sophisticated, multi-layered comprehension of methods and their implications
Relations & Implications for Theory, Method & Applications	Claims are largely rote, and lack originality in applying relevant research, identifying heuristic implications, applications &/or conclusions	Claims extend beyond rote, integrating relevant research, providing several original implications, applications, &/or conclusions	Claims extend consistently beyond rote, providing numerous original uses of relevant research, implications, applications, &/or conclusions
ORALS COMPETENCE	UNACCEPTABLE	ACCEPTABLE	SUPERIOR
Cogent & Effective Arguments:	Assertions unclear, lack coherence or interconnection, & reflect sparse or disconnected warrants and citation(s)	Claims are fundamentally and soundly connected to warrants and citation(s) (i.e., evidence)	Claims are sophisticated, carefully qualified, and soundly connected to warrants and citation(s) in multi-level ways
Synthesizing/Analyzing Research:	Claims lack breadth of familiarity with diverse but relevant topical terms, concepts, and relevant research	Claims reveal fundamentally and soundly developed connections across diverse arenas of relevant research	Claims reveal breadth & depth of claims that identify relevant connections and deeper structures & implications
Generating Independent Ideas:	Claims are largely rote, and lack originality in identifying heuristic implications, applications &/or conclusions	Claims extend beyond rote, providing several original implications, applications, &/or conclusions	Claims extend consistently beyond rote, providing numerous original implications, applications, &/or conclusions
Thesis Defense Outcome:¹	Fail	Comprehensive Exam Defense Outcome:¹	
Major revisions necessary	Pass	Unconditional (no retake allowed)	Fail
Moderate revisions necessary	Pass	Conditional (retake with conditions) ²	Fail
Minor revisions necessary	Pass	Conditional (additional requirements) ³	Pass
No revisions necessary	Pass	Unconditional	Pass
Committee Comments or Instructions:			
Chair Signature:		Date: / /	
¹ Evidence of plagiarism, unethical conduct, and/or reliance on the material assistance of other(s) disqualifies the candidate on all other competency standards, and moves proceedings to a decision regarding standing in the program and qualification for the degree. ² Indicates serious deficiency in competencies and/or standards, requiring substantial redress, typically in the form of successful re-take of course and/or exam and defense ³ Indicates one or more significant issues or topic areas is seriously deficient in competencies or standards, requiring redress, typically in the form of rewrite(s), research paper(s), and/or additional oral defense			

COMPREHENSIVE/THESIS EVALUATION FORM					
STUDENT NAME:			FACULTY:		DATE: / /
WRITTENS	UNACCEPTABLE	REVIS-ABLE	ACCEPTABLE	GOOD	SUPERIOR
Theory	Theoretical claims omit important principles, evidence ignorance of core information, or commit errors		Theoretical claims evidence sound basic knowledge and understanding of theories and their principles and terms		Theoretical claims evidence sophisticated, multi-layered comprehension of theory(ies) and their implications
Question 1	1	2	3	4	5
Question 2	1	2	3	4	5
Question 3	1	2	3	4	5
Take Home	1	2	3	4	5
Methods	Methodological claims omit important principles, evidence ignorance of core information, or commit errors		Methodological claims evidence sound basic knowledge and understanding of methods and their principles and terms		Methodological claims evidence sophisticated, multi-layered comprehension of methods and their implications
Question 1	1	2	3	4	5
Question 2	1	2	3	4	5
Question 3	1	2	3	4	5
Take Home	1	2	3	4	5
Relations, Implications, Applications	Claims are largely rote, and lack originality in applying relevant research, identifying heuristic implications, applications &/or conclusions		Claims extend beyond rote, integrating relevant research, providing several original implications, applications, &/or conclusions		Claims extend consistently beyond rote, providing numerous original uses of relevant research, implications, applications, &/or conclusions
Question 1	1	2	3	4	5
Question 2	1	2	3	4	5
Question 3	1	2	3	4	5
Take Home	1	2	3	4	5
ORALS	UNACCEPTABLE		ACCEPTABLE		SUPERIOR
Arguments	Assertions unclear, lack coherence or interconnection, & reflect sparse or disconnected warrants and citation(s)		Claims are fundamentally and soundly connected to warrants and citation(s) (i.e., evidence)		Claims are sophisticated, carefully qualified, and soundly connected to warrants and citation(s) in multi-level ways
EVALUATION	1	2	3	4	5
Synthesis	Claims lack breadth of familiarity with diverse but relevant topical terms, concepts, and relevant research		Claims reveal fundamentally and soundly developed connections across diverse arenas of relevant research		Claims reveal breadth & depth of claims that identify relevant connections and deeper structures & implications
EVALUATION	1	2	3	4	5
Ideation	Claims are largely rote, and lack originality in identifying heuristic implications, applications &/or conclusions		Claims extend beyond rote, providing several original implications, applications, &/or conclusions		Claims extend consistently beyond rote, providing numerous original implications, applications, &/or conclusions
EVALUATION	1	2	3	4	5
Committee Comments or Instructions:					

RE-TAKE OR REVISION	UNACCEPTABLE (1)	REVIS-ABLE (2)	ACCEPTABLE (3)	GOOD (4)	SUPERIOR (5)
	Claims are largely rote, and lack originality in identifying heuristic implications, applications &/or conclusions		Claims extend beyond rote, providing several original implications, applications, &/or conclusions		Claims extend consistently beyond rote, providing numerous original implications, applications, &/or conclusions
EVALUATION	1	2	3	4	5
Thesis Defense Outcome:¹	Fail	Comprehensive Exam Defense Outcome:¹			
Major revisions necessary	Pass	Unconditional (no retake allowed)			Fail
Moderate revisions necessary	Pass	Conditional (retake with conditions) ²			Fail
Minor revisions necessary	Pass	Conditional (additional requirements) ³			Pass
No revisions necessary	Pass	Unconditional			Pass
Committee Comments or Instructions:					
Chair Signature:				Date: / /	
¹ Evidence of plagiarism, unethical conduct, and/or reliance on the material assistance of other(s) disqualifies the candidate on all other competency standards, and moves proceedings to a decision regarding standing in the program and qualification for the degree. ² Indicates serious deficiency in competencies and/or standards, requiring substantial redress, typically in the form of successful re-take of course and/or exam and defense ³ Indicates one or more significant issues or topic areas is seriously deficient in competencies or standards, requiring redress, typically in the form of rewrite(s), research paper(s), and/or additional oral defense					

Comprehensive Exam Study Tips

Standard Terms

Preparation for the examination should include review of standard terms that we expect MA candidates to know after completing their degree. While it is important for candidates to review and be prepared to define the terms and concepts in this list, by no means is it a complete list of what a candidate should study and be prepared to write or speak about.

Terms:

Epistemology	Reliability (and types)
Axiology	Statistical power
Ontology	Random assignment vs. random selection
Paradigm	Levels of measurement
Social science	Types of variables (independent, dependent, moderating, mediating)
Humanities	Types of scales (Likert, semantic differential, etc.)
Post-modernism	Measures of central tendency and dispersion
Rhetoric	Error types and hypothesis testing
Theory	Meaning
Theory falsification	Symbol
Hypothesis	Experiment (and types)
Grounded theory	Ethnography
Criteria for evaluating theory	Conversation Analysis
Empiricism	Content Analysis
Validity (and types)	Rhetorical criticism

Continua

The process of conducting research is a cycle where the research moves back and forth between two positions on a set of Continua. In the process of narrowing the research focus, reviewing relevant literature, collecting data, analyzing data, writing up research, the researcher works at both ends of the Continua, often simultaneously. BOTH ends can be a benefit or a liability.

1. induction	-	deduction
2. authoritative	-	interpretive
3. objectivity	-	subjectivity
4. reflexive	-	unquestioning
5. atemporal	-	temporal
6. omniscient narrator	-	situated narrator
7. intimacy	-	distance
8. self	-	other
9. monologic	-	dialogic
10. creative	-	analytic
11. observer	-	participant
12. historical	-	ahistorical

13. crystallize	-	triangulate
14. theory	-	data
15. disembodied	-	embodied
16. disengaged	-	engaged
17. nonfiction	-	fiction
18. postmodern	-	modern
19. process	-	product
20. universal discourse	-	competing discourse
21. stable	-	shifting
22. risky	-	safe
23. generalizable knowledge	-	contextual knowledge
24. author validates	-	participants validate
25. questioning self	-	questioning others

Some comparisons between traditional ideal(ized) science and textual-rhetorical approaches:

1. Science makes arguments of probability; rhetoric makes arguments of plausibility
2. Science looks to “control” context and history (i.e., hold them “constant”); rhetoric looks to make these central to understanding
3. Science tends to view language as “mere” medium; rhetoric makes language the *sine qua non* of explanation
4. Science views argument as secondary, and in the service of, method; rhetoric views argument as method
5. Science tends to examine multiple cases; rhetoric tends to focus on specific cases
6. Science attempts to factor the observer out of the method; rhetoric views the observer as method
7. Science is relatively codified and regimented; rhetoric is eclectic and open to *bricolage*
8. Science tests theory; rhetoric illustrates theory
9. Science seeks to describe, explain, predict and control; rhetoric seeks to understand, illumine, and evaluate
10. Scientific theory is representative; rhetorical theory is heuristic

THESIS CONTRACT BETWEEN THESIS CHAIR AND THESIS CANDIDATE

Thesis Chairs and candidates share a common goal of conducting a research project and writing a Master's Thesis that represents a contribution to the body of knowledge in the discipline. However, chairs and candidates often encounter differences with regard to issues of quality and timing of completion. In order to clarify those differences, the chair and candidate should agree to the following regarding protocol.

1. Candidates can only register for thesis units in the semester after the candidate has submitted a full thesis proposal to the School of Communication in the previous semester by the appropriate deadline. This deadline is typically the Friday, two weeks prior to the end of the semester. This requirement assures (a) that the proposed thesis project is ready for thesis work, (b) that it meets the intellectual standards of the entire School of Communication, and (c) that all faculty and candidates are apprised of the status of graduate work in the program.
2. The thesis is a collaboration between the candidate and the Committee members, but the ultimate authority for the progress of your thesis project lies with the Committee, which represents the “instructor of record” for the academic course of your thesis. They are expected to enact this role with fair consideration of candidate interests and incorporation of candidate input, but are not obligated to approve candidate actions taken in the pursuit of the thesis.
3. The exclusive role of the Thesis Chair is to guide the thesis project—in consultation with the thesis candidate and committee—to ensure that the completed thesis meets the standards of academic excellence. The timing of the thesis completion is based on the thesis quality as determined by the Thesis Chair and committee members.
4. A proposal meeting is required. At this meeting, the entire Thesis Committee is convened at the **outset** of the process to plan and approve the proposal prior to its submission to the faculty.
5. The Master's Thesis is generally a multi-semester project. The Thesis Chair assumes no obligation to accelerate this process with regard to completion date, especially when such acceleration impairs the quality of the Thesis.
6. The Thesis Committee has the option to meet over the summer months, but is not obligated to do so. Any expectation you may have for a summer defense is at the discretion of your Committee members, and should be explicitly pre-negotiated.
7. Candidates may obligate themselves to other, post-graduation activities (e.g., further graduate study, employment, etc.) assuming that the thesis will be completed by a certain deadline. The candidate does so at his or her own risk. SDSU, the School of Communication, and the Thesis Chair are under no obligation to meet such deadlines imposed by the candidate.
8. Thesis Committee members can remove themselves from the Thesis Committee for cause at any point of the thesis process, and candidates may request the change of Committee composition at any point in the process for cause. Cause must be demonstrated as a reason related to the academic merits of the project and the member's role in facilitating these merits. In any case that a Committee member

believes him/herself to be a hindrance to the candidate's academic progress, or a candidate believes a change in membership will facilitate the academic merits of the project, a change in membership may be requested of the Director of Graduate Studies and Graduate Division. Such requests must be made in writing, and the revision in Thesis Committee form must be submitted.

9. The candidate will make **1 hardbound copy** of the completed thesis (one for the School of Communication). Alternative bindings for the committee members may be negotiated individually). The thesis is intended to be a lasting legacy of learning for the School of Communication, its candidates, and faculty, and is therefore expected to be produced with due regard for its merit and status.
10. By signing this contract, the candidate claims to have explicitly discussed and negotiated any relevant potential intellectual property and publication issues regarding the thesis project.
11. By signing this contract, the candidate claims to have (1) read and understood the *Graduate Handbook* policies and procedures regarding the Thesis process, the *Graduate Bulletin* regarding candidate conduct, ethics, and grievances. Having done so, the candidate promises not to plagiarize or engage in any other ethically proscribed practices identified therein.

We, the undersigned have read the three points above and agree to those points as a protocol for completion of the master's Thesis.

Thesis Chair Signature

Thesis Chair Name (print)

Date

Thesis Candidate Signature

Thesis Candidate Name (print)

Date

SAMPLE THESIS PROPOSAL COVERPAGE FORMAT

Running Head: LOOKOUT POINT

Lookout Point:
Parent and Teen Perceptions of Sexual Communication in the Family

A Thesis Proposal
Presented to the Faculty of
San Diego State University

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Communication

Laura Blank
September 18, 20--

These faculty members hereby approve this proposal:

Dr. Patricia Geist-Martin, Thesis Chair
School of Communication

Date

Dr. Brian H. Spitzberg
School of Communication

Date

Dr. Shulamit Ritblatt
Department of Child and Family Studies

Date

SAMPLE INVITATION TO THESIS DEFENSE

You are cordially invited to the Master's Thesis defense of

Laura Blank
School of Communication

"Lookout Point: Parent and Teen Perceptions of Sexual Communication in the Family "

Friday, April 6, 2001
8:30 -10:30 AM
Comm 209

Committee:

Dr. Patricia Geist-Martin, Thesis Chair
School of Communication

Dr. Brian H. Spitzberg
School of Communication

Dr. Shulamit Ritblatt
Department of Child and Family Studies

Get Involved with Professional Communication Organizations

Getting involved with professional organizations while you are still a graduate student is an excellent way to both gain valuable experience in your chosen field and to prepare yourself for your future as a communication scholar. Many of these organizations hold annual conferences that offer great networking and learning opportunities. Additionally, SDSU's SoCal offers the opportunity to connect with your peers at SDSU and to offer support and comradery right here at home.

Professional Organizations and Conferences

Central States Communication Association (CSCA)

Congress of Qualitative Inquiry

Eastern Communication Association (ECA)

International Association for Relationship Research (IARR)

International Communication Association (ICA)

National Communication Association (NCA)

Organization for the Study of Communication Language and Gender (OSCLG)

Rhetoric Society of America

Southern States Communication Association (SSCA)

Western States Communication Association (WSCA)

Resources for Career Search

For more information about careers in general, consult the SDSU Career Services office (Student Services East 1200), which offers excellent services (e.g., job listings, a resource library, resume examples, resume-building software, instruction on how to research prospective companies, etc.). There are professional organizations that can assist your career development, including: the International Communication Association (www.icahdq.org), the National Communication Association (www.natcom.org), and the Western States Communication Association (<http://www.westcomm.org>). Attending association meetings and conferences, volunteering to serve select administrative roles, or merely obtaining Association literature (e.g., newsletters, job listings) can all facilitate job search.

Some of you may begin to consider academe as a possible profession. If so, or if you are considering a field for which a Ph.D. is important (e.g., research consultant for a think tank, organizational change consultant, etc.), then you may want to research graduate programs in communication.

Finally, don't forget to do the obvious—talk to professors, students, friends, and family about jobs or contacts they may know of, go on some informational interviews, intern if you possibly can, and adapt your resume and letters to the jobs to which you are applying. And when you ask a professor to write letters of recommendation for you, it is tactful to offer to provide a brief 'bio' or resume, including a listing of courses you have taken from that professor, what grades you earned, a description of the positions you are applying for and the due-dates for letters, and peel-and-stick labels with the addresses already printed on them. Such courtesies greatly increase the likelihood that your letters get in on time.

Process for Requesting Letters Of Recommendation

In the final year of your M.A. program you will need letters of recommendation, either for Ph.D. applications or for positions for which you are applying. The steps below will help your professors create a strong letter of recommendation. Ask if your letter writer would prefer electronic documents or hard copies.

1. Contact your professors and ask if they would be willing to write you a letter of recommendation. If they say "yes" then indicate that:
 - you will provide them with a file folder of materials to assist them in the process
 - this could be either online, in a Google doc, or hard copy—check with the letter writer
2. Create a file folder for each professor with your name written clearly on the tab. Inside the file folder include the following:
 - A cover letter indicating what courses you took from the professor, when you took the courses, the grade you earned, and the name of the project you wrote for the class, Also indicate in this cover letter anything else about your time at SDSU that might be worth mentioning in the letter of recommendation.

- A page listing the program(s) you are applying to (description), the deadline for applying (and sending letters), and the name of the person and address to whom the letter should be directed. It is best to sequence this list based on the first deadline a letter is due. It is important also to track down the name of the graduate director because often faculty know these individuals and can write a personal note with the letter.
- A copy of your transcripts
- A copy of the personal statement you will submit with your application.
- A vita
- Anything else you can include that might assist the professor in writing the letter (e.g., sample of your writing).
- Provide the addresses for the letters on self-adhesive labels, so the writers can peel and stick onto their own letterhead envelope (unless letters are submitted electronically)