

Department of Communication Studies

Louisiana State University

**GRADUATE
STUDENT
HANDBOOK**

2016-2017

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INTRODUCTION

The Department of Communication Studies (CMST) at Louisiana State University has a long and rich tradition. Established in 1928, it is one of the oldest communication departments in the nation, and in the South, it was the first to develop a doctoral program. Situated in a research intensive university, the department and its faculty strive to foster the intellectual growth of each student while also attending to their development in the areas of teaching and service. Our main goal is to prepare graduate students for success in their chosen profession, academic or otherwise, in an environment that is innovative, stimulating, friendly, and humane.

Specifically, we hope to produce researchers capable of generative critical thought and scholarship; to balance areas of specialization with a holistic approach that stimulates dialogue between areas; to understand communication as both an art and science; and to provide facilities for creative communication expression and experimentation. Such facilities include the Mary Frances HopKins Black Box performance lab, the Matchbox Interaction Lab, and Studio 151, a video editing lab. The department also is home to the Harold Mixon Lyceum, our forensics and debate team, which is coached by a CMST instructor and assisted by a CMST graduate assistant. Frequent colloquies, lectures, and workshops given by LSU and visiting scholars further enhance the lively community of scholarship we hope to foster here.

The program offers a MA degree with a thesis or non-thesis option and a PhD degree in three broad areas of specialization: Interpersonal Communication, Performance Studies, and Rhetoric. Within and between areas, a broad range of courses is available, and each student is encouraged to design a program of study that fits his or her interests. A student may, for instance, concentrate his or her course work and research in one area or work across areas.

Interpersonal Communication (formerly known as Communication Theory) examines interpersonal communication with special attention to marriage and family, social cognition, listening, health settings, and the role of the individual in communication. Our approach is primarily quantitative and mixed-methods.

Performance Studies features communication-centered approaches to performance in three main contexts: the cultural, the historical, and the aesthetic. Our approach is qualitative, focusing on interpretive and critical analyses of and approaches to performance texts, events, and processes.

Rhetoric focuses on the analysis of public argument, the persuasive power of linguistic and aesthetic forms, and the generation and critical analysis of civic discourse. Our central theme is that linguistic forms are not merely instrumental, but fundamental – not only to persuasion but to thought itself.

To enable each individual to reach their academic goals respectful of others striving to do likewise, all members of the CMST community are expected to act in accordance with university and departmental policies and procedures. This guide provides information concerning the same. Aside from the Introduction, it covers CMST Faculty and Administrative Personnel; Application Guidelines and Financial Assistance; Degree Guidelines, Advising Guidelines, Basic Research Guidelines, Teaching Guidelines, and CMST Organizations and Activities.

Should you have any questions regarding the material contained here, please do not hesitate to meet with the Chair of the department, the Director of Graduate Studies, or your main advisor.

GRADUATE FACULTY

- Dr. Graham Bodie** (Ph.D., Purdue University)
 Professor, Interpersonal Communication
 Office: 126 Coates Hall Phone: 578-6683 Email: gbodie@lsu.edu
- Dr. Renee Edwards** (Ph.D., Florida State University)
 Professor, Interpersonal Communication
 Office: 136 Coates Phone: 578-6812 Email: edwards@lsu.edu
- Dr. Stephanie Houston Grey** (Ph.D., Indiana University)
 Associate Professor, Rhetoric
 Office: 224 Coates Phone: 578-6893 Email: houston@lsu.edu
- Dr. Jim Honeycutt** (Ph.D., University of Illinois)
 Professor, Interpersonal Communication
 Office: 230 Coates Phone: 578-6676 Email: sphone@lsu.edu
- Dr. Andrew King** (Ph.D., University of Minnesota)
 Rhetoric (retired)
- Dr. Ashley Mack** (Ph.D., University of Texas)
 Assistant Professor, Rhetoric
 Office: 132 Coates Phone: 578-2120 Email: ashleymack@lsu.edu
- Dr. Bryan McCann** (Ph.D., University of Texas)
 Assistant Professor, Rhetoric
 Office: 227 Coates Phone: 578-6813 Email: bryanm@lsu.edu
- Dr. Loretta Pecchioni** (Ph.D., University of Oklahoma)
 Professor & Chair, Interpersonal Communication
 Office: 124 Coates Phone: 578-6724 Email: lpecch1@lsu.edu
- Dr. Billy Saas** (Ph.D., Pennsylvania State University)
 Assistant Professor, Rhetoric
 Office: 216 Coates Phone: 578-6812 Email: wsaas@lsu.edu
- Dr. Tracy Stephenson Shaffer** (Ph.D., Southern Illinois University)
 Associate Professor, Performance Studies
 Office: 128 Coates Phone: 578-6685 Email: tsteph3@lsu.edu
- Dr. Patricia Suchy** (Ph.D., Northwestern University)
 Associate Professor, Performance Studies
 Office: 129 Coates Phone: 578-6725 Email: psuchy@lsu.edu
- Dr. David Terry** (Ph.D., University of North Carolina at Chapel Hill)
 Assistant Professor, Performance Studies
 Office: 229 Coates Phone: 578-6838 Email: davidterry@lsu.edu

Dr. Michael Bowman (Ph.D., Northwestern University)
Performance Studies (retired)

Dr. Ruth Laurion Bowman (Ph.D., Northwestern University)
Performance Studies (retired)

Dr. Harold Mixon (Ph.D., Florida State University)
Professor Emeritus, Rhetoric

ADMINISTRATIVE PERSONNEL

Loretta Pecchioni Chair	136B Coates	578-6821	lpecch1@lsu.edu
Donna Sparks Administrative Program Specialist	136C Coates	578-4171	dsparks@lsu.edu
Tracy Stephenson Shaffer Director of Graduate Studies	128 Coates	578-6685	tsteph3@lsu.edu

OTHER CONTACTS

CMST MAIN OFFICE

Department of Communication Studies
136 Coates Hall
Louisiana State University
Baton Rouge, LA 70803

Phone: 225-578-4172

Fax: 225-578-4828

Home: <http://appl003.lsu.edu/artsci/cmstweb.nsf/index>

LSU GRADUATE SCHOOL

14 West David Boyd
Louisiana State University
Baton Rouge, LA 70803

Phone: 225-578-2311

Fax: 225-578-1370

Email: graddeanoffice@lsu.edu

Home: <http://gradschool.lsu.edu/index.html>

GRADUATE SCHOOL STUDENT SERVICES PROGRAM OFFICER FOR CMST

David Bergman

Phone: 225-578-2318

Email: gradofficer3@lsu.edu

Tiffany Treloar

Phone: 225-578-2381

Email: gradofficer4@lsu.edu

APPLICATION GUIDELINES

To apply to the graduate program in Communication Studies, applicants must apply to the LSU Graduate School using their online application site @ www.lsu.edu/gradapply.

REQUIRED MATERIALS

The following items are required for a complete application:

- 1) An online application form
- 2) An application fee (and any applicable late fee)
- 3) GRE scores. The institution code for the LSU Graduate School is 6373.
- 4) TOEFL or IELTS scores for international applicants
- 5) One official transcript from every college or university you have attended
- 6) Three letters of recommendation written by active professors
- 7) A sample of scholarly writing – e.g., a thesis chapter or term paper

SUBMISSION OF REQUIRED MATERIALS

The applicant must complete and submit the form, fee, and sample of scholarly writing (items #1, #2 and #7 above) via the online site.

Official GRE and as applicable TOEFL or IELTS scores (items #3 & #4 above) must be submitted electronically by the testing organization to the LSU Graduate School.

Official transcripts (item #5 above) may be submitted electronically to the online site or institutions can send them by ground mail to:

Graduate Admissions
Louisiana State University
114 West David Boyd Hall
Baton Rouge, LA 70803

Institutions should not send official transcripts to the Department of Communication Studies.

Professors may send letters of recommendation (item #6 above) electronically to the site (it is more efficient this way) or they may send them by ground or email to the CMST Director of Graduate Studies as indicated below. All letters must be on letterhead and signed.

Tracy Stephenson Shaffer, Director of Graduate Studies
Department of Communication Studies
136 Coates Hall
Louisiana State University
Baton Rouge, LA 70803

Email: tsteph3@lsu.edu

OPTIONAL SUBMISSION

Although the online application form asks for a statement of purpose and provides space for a vita, applicants may send a cover letter (and, if you'd like, a vita) to our CMST Director of Graduate Studies, thereby also

alerting her you have applied to the program and submitted the required materials. This optional submission may be sent to the ground or email address noted above.

PROCESSING THE REQUIRED MATERIALS

According to the LSU Graduate School, documents received in paper format will be loaded into the electronic system within 48 hours of receipt. During peak processing times – e.g., just before deadlines – loading the documents may take a bit longer due to volume.

In our department, the chair, an administrative specialist, and members of the graduate faculty – i.e., an admissions committee – will have access to applicants' documents via the secure web center.

APPLICATION DEADLINES

To be considered for both admission and an assistantship for the fall semester, you must submit all the required materials by **JANUARY 31**.

To be considered for admission only for the fall semester, you must submit all the required materials by **APRIL 30**.

To be considered for admission only for the spring semester, you must submit all the required materials by **OCTOBER 31**.

We recommend that prospective students aim for a fall rather than spring semester entry since that is when the majority of new students enter the program and when university and department "Orientations" are held. Further, we award assistantships during the spring semester for the upcoming academic year, which begins in fall.

EVALUATION OF APPLICATION MATERIALS

The department accepts students into the program and awards assistantships based on the strength of the documents listed under "Required Materials" above.

Minimum standards for admission are a cumulative GPA of 3.0+ on a 4.0 scale and a score of about 300 (or 1000)* on the combined verbal and quantitative sections of the GRE.

*Educational Testing Service converted to a new GRE scoring system in 2011-2012. We receive scores based on both the old and new systems.

For international applicants, a TOEFL score of 550 on the paper-based, 213 on the computer-based, or 79 on the internet-based exam is required or a minimum score of 6.5 on the IELTS.

The writing sample should demonstrate and the letters address the applicant's ability to do graduate level work and research.

Additional admission factors also are considered, such as vacancies in the program and the compatibility of the applicant's research interests with those of current faculty. Prospective students who do not meet the requirements may be admitted provisionally on a case-by-case basis.

All applicants must adhere to the application procedures and deadlines established by the LSU Graduate School and the CMST department.

APPLICANTS INTERESTED IN MASS COMMUNICATION

Do not apply to our program if you are interested in mass communication as it relates to the professions of journalism and mass media production and marketing. We will “reject” your application and suggest to the Graduate School that they redirect you to the LSU Manship School of Mass Communication. We cannot guarantee however that the Graduate School will offer the redirection.

FINANCIAL ASSISTANCE

Each year we award approximately 25 graduate assistantships to continuing and new graduate students. Our assistantships are teaching assistantships largely; we do not award research assistantships. For prospective students, the application documents play a key part in the decisions we make as does the availability of assistantships within the program or within the applicant’s proposed area(s) of research emphasis. Generally, we are unable to offer assistantships to first year international students whose first language is not English, although such students are considered for assistantships in their second and subsequent years at LSU.

The assistantship provides students with a stipend, a tuition waiver (although students are required to pay non-instructional fees), and a very competitive health care option. In return, students are required to teach or assist in teaching one course each (fall and spring) semester. All the assistantships are renewable within certain term limits and given the student’s satisfactory fulfillment of his or her academic and teaching responsibilities. The noted term limits are: 4 years total for doctoral students; 3 years total for master students who opt to write a thesis; and 2 years total for master students who opt not to write a thesis.

On a yearly basis, we nominate prospective doctoral students who have outstanding academic records for the LSU Graduate School and Board of Regents Graduate Fellowships, which carry enhanced stipends. The Graduate School also offers a Tuition Waiver Fellowship for students from underrepresented groups.

For additional information regarding

Tuition & Fees, please go to:

<http://sites01.lsu.edu/wp/admissions/costs-aid/tuition-fees/>

Graduate School Awards:

<http://gradlsu.gs.lsu.edu/Financial%20Assistance/Awards/item11952.html>

Graduate School Fellowships:

<http://gradlsu.gs.lsu.edu/Financial%20Assistance/Fellowships/item11980.html>

Student Health Insurance:

http://www.shc.lsu.edu/index.php?page=student_health_insurance_LSU

International Services Office, which addresses the educational, financial, immigration, personal, and social concerns of international students:

<http://www.oip.lsu.edu/iso/index.htm>

DEGREE GUIDELINES

The department offers a master's (MA) degree with a thesis or non-thesis option, an MA-PhD Fast Track degree without a thesis, and a doctoral (PhD) degree. Prior to detailing the degree requirements, some general information pertinent to both degrees is offered.

GENERAL TERMS AND INFORMATION

Course credit hours refer to credit earned for taking and passing classes.

At LSU, a graduate student can take 4000 or 7000 level courses to earn course credit hours.

4000 level courses are taken by upper level undergraduate students as well as graduate students. 7000 level courses are seminars typically taken by graduate students only.

Course credit hours cannot be taken for a pass/fail grade.

Thesis and dissertation research hours refer to credit earned for independent work on one's thesis or dissertation. Thesis hours are taken under the rubric CMST 8000. Dissertation hours are taken under the rubric CMST 9000. The credits are taken for a pass/fail grade. The grade is determined by one's major professor.

CMST core courses refer to a set of courses graduate students in CMST must take to fulfill their degree requirements. Generally, the core provides students with an understanding of the three research emphases on which our program is built. The similarities and differences in research theories, methods, and writing practices are covered in the core. If the student is on an assistantship, a core course that directly addresses pedagogy is required too.

A CMST independent study refers to an individualized course of study that a student designs, pursues, and completes within a semester under the guidance of a graduate faculty member who has agreed to direct it. To gain approval, the student must submit a written proposal that addresses the subject, method, and significance of the study and thereby demonstrates that it is worth 3 credit hours. The proposal also should clarify why the study cannot be completed in any of the courses CMST regularly offers. We ask that students understand an independent study as a "privilege" rather than "given" since the labor of another individual is involved.

OUTLINE OF DEGREE REQUIREMENTS

MA DEGREE WITH A THESIS OR NON-THESIS OPTION

Thesis students must complete a minimum of 36 hours, write a thesis, and defend it orally. Non-thesis students must complete a minimum of 36 hours and take a Comprehensive (written and oral) Exam.

Required Core

CMST 7900: Introduction to Graduate Study	3 credits
A 7000 level seminar in Interpersonal Communication	3 credits
A 7000 level seminar in Performance Studies	3 credits
A 7000 level seminar in Rhetoric	3 credits
If on assistantship: CMST 7901: Pedagogy	(1 credit)

Additional Courses

At least 2 more courses in CMST at the 7000 level	6 credits
At least 2 more courses in CMST at the 4000 or 7000 level	6 credits

If the Student Selects the Non-Thesis Option

At least 4 more courses at the 4000 or 7000 level, in or out of CMST	12 credits
	= 36 (37) credits

OR If the Student Selects the Thesis Option

At least 2 more courses at the 4000 or 7000 level, in or out of CMST	6 credits
CMST 8000: Thesis Research	6 credits
	= 36 (37) credits

Note:

The student may take 2 (3 credit) Independent Studies in CMST.

As approved by the student's advisor, the student may take 9 credits of CMST 4200: Practicum in CMST.

MA-PHD FAST TRACK DEGREE PROGRAM

Within the first 1½ years of beginning the program, the MA student must complete a minimum of 36 hours and take comprehensive exams, beginning their PhD coursework in the second half of their second year. As a doctoral student, the student must take 36 more hours of course work, sit for their general exams, and write a dissertation. The MA student's advisor must approve the fast track choice. If a student fails to meet the noted goals, she or he simply reverts to the regular MA and PhD degree tracks.

For MA requirements, see above. For PhD:

Required Core**Additional Courses in CMST**

At least 2 more courses in emphasis at the 7000 level	6 credits
At least 1 more course in another area at 7000 level	3 credits
At least 2 more courses at the 4000 or 7000 level	6 credits

External Study Requirement: At least 3 courses outside of CMST 9 credits

Additional Courses

At least 4 more courses in or out of CMST, at least 2 @ 7000	12 credits
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CMST 9000: Dissertation Research (9 hours; does not count towards total)

= **36 (37) credits**
+ **36 MA credits**
= **72 (73) credits**

Note:

The student may take 2 (3 credit) Independent Studies in CMST as both an MA & a PhD student.

The student may take 9 credits of CMST 4200: Practicum in CMST as a MA student only.

PHD DEGREE

The student must complete a minimum of 72 hours. For students who completed their MA degree at another institution, 30 hours (exclusive of independent study and research hours) may transfer upon approval by the student's advisor. For students who completed their MA degree here, 36 hours (exclusive of research hours) may transfer. In either case, the student must also sit for their general exams and write a dissertation.

Required Core

CMST 7900: Introduction to Graduate Study	3 credits
A 7000 level seminar in Interpersonal Communication	3 credits
A 7000 level seminar in Performance Studies	3 credits
A 7000 level seminar in Rhetoric	3 credits
If on assistantship: CMST 7901: Pedagogy	(1 credit)

Additional Courses in CMST

At least 2 more courses in emphasis at the 7000 level	6 credits
At least 1 more course in another area at 7000 level	3 credits
At least 2 more courses in emphasis at the 4000 or 7000 level	6 credits

External Study Requirement: At least 3 courses outside of dept. 9 credits

Additional courses: At least 2 more courses in or out of CMST at 7000 level 6 credits

MA credits (exclusive of independent study & thesis research credits) 30 credits maximum

CMST 9000: Dissertation Research (9 hours; does not count towards total)

= 72 (73) credits

Note:

The student may take 2 (3 credit) Independent Studies in CMST.

Additional Considerations:

See Addendum B for a list of CMST graduate courses.

See page 17 below for policy concerning CMST 8000 Thesis Research and 9000 Dissertation Research hours.

MA ADVISORS & ARC COMMITTEE

In your first semester as a graduate student, you are assigned a CMST graduate faculty member who serves as your initial advisor. Together, you will select a second graduate faculty member, and together the pair will serve as your Advisory and Review Committee or ARC. The functions of the ARC are to guide the student in his or her initial steps as a graduate student and, on a yearly basis, monitor and evaluate the student's overall progress.

Near the end of your second semester, you should decide if you want to pursue the regular or Fast Track degree program, and in the former case, if you want to write a thesis or not.

Should you select and be approved to pursue the Fast Track option, you need to choose a main advisor who will manage and help evaluate your Comprehensive Exam, which you will take at the end of your third

semester. (See “Comprehensive Exam” below.) This advisor may be the same or a different person as your initial advisor. If different, she or he will become your main advisor and head up your ARC. You may or may not retain this same advisor for your doctoral work.

If you opt to pursue the regular non-thesis degree program, you have a little more time to select a main advisor, as you will not take your Comprehensive Exam until at least the end of your fourth semester. (See “Comprehensive Exam” below.) Again, the advisor you select may be the same or a different person as your initial advisor. If different, she or he will become your main advisor and head up your ARC.

If you opt to write a thesis, you need to assemble an MA Committee sometime in your second year. The committee should consist of three graduate faculty members, at least one who is a Full (rather than Associate or Affiliate) member of the LSU graduate faculty. One member also agrees to serve as your main advisor (or major professor), who guides you in writing the thesis. This person may or may not be the same person as your initial advisor. If different, she or he will become your main advisor and head up your ARC.

MA THESIS OPTION

Generally, a master’s thesis runs 60 to 70 pages. It demonstrates the student’s ability to do scholarly research; to analyze a selected subject by means of a specific concept, theory, or method; to discuss the broader significance of the study to the field; to maintain an argument or discussion over the course of the document; and to write in ways that are accessible and accurate in stylistic and grammatical terms.

A prospectus for the thesis must be approved by your MA Committee one semester prior to the semester in which the degree is granted. The summer term is considered a semester for this purpose.

When the thesis is near completion, the student should contact the members of his or her committee to arrange a date and time for the oral examination. Once the date is set, the student submits a “Request for Master’s Examination” and an “MA Course Requirement Check List” to the Graduate School. These documents must be submitted **at least 3 weeks prior to the date of the oral exam**. See Addendum C & E.

Likewise, a hard copy or digital copy (ask each member which they prefer) of the thesis must be submitted to each committee member at least 3 weeks prior to the final oral exam. Following the defense, a copy of the student’s approved thesis must be submitted electronically to the LSU Graduate School. Instructions for electronic submissions are available through the Graduate School.

MA COMPREHENSIVE EXAM

The MA Comprehensive Exam is a semi-uniform exam that is given to Fast Track and regular non-thesis MA students at the end of the fall and spring semesters. All eligible students take the 6 hour written exam at the same times and each student sits separately for a 1 hour oral exam.

The written exam consists of 3 hours of standardized questions given (currently) the Friday afternoon prior to Dead Week and 3 hours of questions specific to the student’s interests given (currently) the Friday afternoon of Dead Week. The specific questions are written by the student’s main advisor and the standardized questions are selected by the same advisor from a pool of questions submitted by the CMST graduate faculty. Each student sits separately for a 1 hour oral exam, which is given (currently) on the Friday or Saturday of exam week.

For each student, the MA Exam Committee consists of the student’s main advisor and two other members of the CMST graduate faculty, each of whom represents a different research area in the department. In total then

the committee consists of members from at least two if not three of the main areas. As noted above, each student selects his or her main MA advisor some time during his or her first or second year. The advisor may be the student's initial ARC advisor or not; if not, the advisor becomes the student's ARC advisor as well as serves as the main advisor. The advisor is responsible for writing the questions for the specific exam and gleaning questions from the aforementioned "pool" for the general exam, the latter based in part on the courses the student has taken. The main advisor also is responsible for chairing the exam and making sure the student submits his or her "Request for Master's Examination" form and "MA Course Requirement Check List" to the Graduate School **three weeks prior to the date of the final oral exam**. See Addendum C & E.

MA TERM LIMITS

Regular thesis and non-thesis MA students must complete all their requirements within 5 years of beginning the MA program. Fast Track MA students must complete all the noted requirements within 1½ years of beginning the MA program.

PHD EXTERNAL STUDY REQUIREMENT

As noted above in the "Outline of Degree Requirements," doctoral students are required to complete at least 9 course credit hours outside the department. The courses should be selected so as to benefit the student's research – i.e., his or her writing of the dissertation. As such, the specific aim and components will vary from student to student.

One option is to concentrate study in a single department outside CMST and thereby earn a minor. The requirements for a minor are determined by the outside department. E.g., the department may require anywhere from 9-18 course credit hours. Also, the Graduate School requires that a Minor Professor from the department serve on the student's doctoral committee.

Another option is to take cognate courses in two or more departments outside CMST. The CMST department recommends but does not require that a faculty member who represents the cognate serve on the student's doctoral committee.

Examples: a student with a research emphasis in interpersonal communication might take stats courses in Sociology or Psychology so as to broaden her understanding and application of quantitative methods. A student who plans to collect oral history performances in Chile might take 12 or more course credits in Spanish. A student who plans to analyze the visual rhetoric of WWII propaganda posters might take courses in History and Graphic Design.

PHD COMMITTEES

In your first semester as a graduate student, you are asked to assemble an Advisory and Review Committee or ARC, which consists of 2 CMST graduate faculty. The functions of the ARC are to guide the student in his or her initial steps as a graduate student and, on a yearly basis, monitor and evaluate the student's overall progress.

In the second or third year, students assemble their Doctoral (PhD) Committee. The committee agrees to guide the student in writing the dissertation and also evaluates it and the student's General Exams. The Doctoral Committee may consist of CMST members who have served on your ARC or not. Once you assemble a Doctoral Committee, the CMST members who serve on it also serve as your ARC.

The committee must have a minimum of 3 graduate faculty members plus the dean's representative.

Further:

- The major professor who acts as chair or co-chair must be from the major department.
- If either an adjunct or a non-tenure track faculty member is the major professor, a full-time tenured or tenure-track graduate faculty member must co-chair the committee.
- At least one-half of the graduate faculty on the committee must be full-time tenured or tenure-track faculty at LSU.
- A minimum of 2 faculty members must be from the student's major department and at least one must be a full member of the LSU graduate faculty.
- The remaining members may be from the major department or may be from outside the department if pertinent to the student's area of concentration, with the proviso that at least one of the remaining members must be a full member of the graduate faculty.
- Any declared outside minors require representation, either among the first 3 members of the committee or by additional appointments to the committee.
- The dean of the Graduate School appoints a member or members of the graduate faculty to serve on doctoral general and final examination committees (aka the dean's representative).

Once the student submits a request to the Graduate School for a General Examination, the Dean of the Graduate School appoints a dean's representative (i.e., a member of the LSU graduate faculty) to serve as a voting member on the committee. This individual represents the Dean and the entire graduate faculty. His or her main job is to insure that the candidate is treated fairly and that the General Examination and dissertation meet the standards of the LSU Graduate School.

It is written policy that the Dean of the Graduate School may serve as an ex-officio member on any doctoral committee. Further, it is understood that members of the doctoral committee are nominated (via signature) by the Chair of the department and appointed by the Dean of the Graduate School, who may make any changes she or he deems desirable.

PHD GENERAL EXAM

The PhD General Exam consists of a written portion of at least 15 hours and, at minimum, a 2 hour oral exam. Typically, the written portion is divided into sections and taken over a period of one to two weeks.

The exam is comprehensive and not restricted to the material in the courses the student has taken. It tests the student on theories and methods pertinent to his or her dissertation research, area(s) of research emphasis, the broader discipline (i.e., Communication Studies), and minor or cognate areas. Part of the oral exam is dedicated to discussing the student's dissertation topic and, if submitted, the dissertation prospectus.

The exam cannot be taken until the student has completed his or her course work and submitted the necessary forms to the Graduate School. (See below for details.)

PHD EXAM PROCEDURES

Because many people are involved in the exam process in addition to the student, we ask that the student and his or her major professor adhere to the following procedures:

- 1) Option: the student may complete and submit his/her prospectus to his/her committee before or after s/he completes the General Exam.
- 2) The student and his/her major professor select dates for when the student will write his/her exams and possible dates and times for the oral exam.

The committee should be allowed 2-3 weeks to read the written exams before the oral exam is held.

If a prospectus is involved, the committee should be allowed a full 3 weeks.

- 3) The student contacts his/her committee to check when they are able to meet for the oral exam.
- 4) Once the committee agrees to a day and time for the oral exam, the student completes 2 forms and submits them to the department chair:
 - a) A Request for Doctoral General Exam, which is a Graduate School form on which the student requests the day and time of the **ORAL EXAM**, not the written exams. See Addendum E.
 - b) A completed CMST PHD Course Requirement Check List. See Addendum C.

The chair double-checks the forms and returns them to the student.

The student makes two copies of the form. Keep one for yourself and give one to the administrative coordinator in the department.

- 5) The student submits the Request for Doctoral General Exam and the CMST PHD Course Requirement Check List to the Graduate School.

Both forms are due at least 3 weeks prior to the date requested for the oral exam.

- 6) The student reserves a room(s) for the written and oral exams. The reservations are made on a calendar that hangs in the main office.
- 7) The major professor contacts the committee to request they provide exam questions by a certain date – i.e., before the advisee begins to write.

The different research areas in the department collect and categorize questions a little differently from each other. Junior faculty should contact senior faculty in their area to discuss possibilities.

- 8) Once the major professor receives all the questions, s/he: (a) formats them into the exams the student will take; (b) prints out and puts each exam in a sealed envelope; (c) on the front of the envelope, writes the name or title of the exam; as relevant, the name of the professor who wrote the questions; and how long the student has to complete it; and (d) gives all the envelopes to the Administrative Specialist at once and in person – who then distributes them to the student on the days of his/her exams.
- 9) The student saves each exam on a thumb drive, which s/he gives to the Administrative Specialist after s/he takes each exam.
- 10) The Administrative Specialist prints and makes copies of the exams, giving the copies to the major professor who distributes them to the student and committee members. **The student should not print, copy, or distribute his or her exams.**
- 11) The major professor contacts the committee by email to remind them of the day and time of the oral exam. S/he also asks the Administrative Coordinator to print out 2 copies of the Graduate School Exam Report form (i.e., on special paper) and, as applicable, a CMST prospectus form, both of which the committee signs at the completion of the oral exam.
- 12) The major professor makes 2 copies of the signed forms: giving one set to the student; filing the second in the student's CMST file; and submitting the Graduate School Exam Report originals to the Graduate School. **As of fall 2011, the student is not allowed to submit the Exam Report to the Graduate School.**

PHD PROSPECTUS AND DISSERTATION

Once your prospectus has been approved by your major professor, it is your responsibility to circulate copies to all members of the committee including the Dean's Representative. Do not assume that members want digital or hard copies; ask them.

The prospectus must be submitted to and approved by the committee at least one semester prior to the Final Examination date. The summer term is considered a semester for this purpose. The CMST graduate faculty strongly recommends that candidates submit a prospectus to their committee as early in the examination/dissertation process as possible – e.g., prior to or immediately following the General Exam – so as to garner valuable feedback from the committee.

Discussion and approval (or not) of the prospectus occurs in a meeting with the full committee. Depending on when you submit the prospectus, this meeting may occur during the oral portion of the General Exam or at another time. Committee members document their approval of the prospectus (thereby giving you the “go ahead”) by signing a departmental form, which is placed in your files.

A copy of the dissertation must be submitted to each committee member, including the Dean's Representative, at least 3 weeks prior to the proposed Final Examination date.

An electronic copy of the final dissertation must be submitted to the Graduate School. Instructions for electronic submission are available through the Graduate School. Please see: <http://gradlsu.gs.lsu.edu/files/item10745.pdf>.

PHD FINAL EXAM

The Final Exam is an oral defense of the dissertation that runs a minimum of two hours. It is taken not less than 3 calendar months after the General Exam; not less than one semester after the prospectus has been approved; and after the dissertation in final form has been submitted to the committee. A Request for Doctoral Final Exam must be filed with the Graduate School at least 3 weeks prior to the proposed exam date.

PHD TERM LIMITS

Doctoral students must complete all the noted requirements within 7 years of beginning the doctoral program. This deadline cannot be extended except by permission of the Dean of the Graduate School, when requested by the student's entire committee and the chair of the department.

DOCTORAL STUDENTS ENTERING THE PROGRAM WITH INCOMPLETE WORK

Students who enter the doctoral program are expected to have completed all the requirements for a MA. However we may grant provisional admission to students who need to complete their thesis or make up some other kind of incomplete grade. In these cases, the following conditions apply.

Students will be considered in good standing for two semesters. They will have the privileges and seniority of doctoral students, including pay at the PhD level if they hold assistantships. They will be limited to 9 hours of course work a semester if they hold assistantships. They will not take any dissertation research hours.

If work for the degree is not completed by the end of two semesters, such students will be considered on probation until they have completed the requirements for the MA. They will be ineligible for graduate assistantships from the university. They will be ineligible to take doctoral exams. They will not take any dissertation research hours.

POLICY FOR CMST 8000 THESIS RESEARCH AND 9000 DISSERTATION RESEARCH HOURS

Graduate students enroll in CMST 8000 or 9000 hours to do independent work on their thesis or dissertation respectively.

MA students who opt to write a thesis are required to take at least 6 hours of CMST 8000. PHD students are required to take at least 9 hours of CMST 9000. If a student requires more time to complete their thesis or dissertation, they must continue to take 8000 or 9000 hours during the fall and spring semesters to remain active in the LSU Graduate School.

In the fall and spring semesters, MA students may not enroll in CMST 8000 unless their prospectus has been approved by their committee. Approval may occur in a semester prior to, or until the end of the third week of, the semester in which the student wants to begin taking 8000 hours.

In the fall and spring semesters, PHD students may not enroll in CMST 9000 unless they have completed their General Exam or their prospectus has been approved by their committee. Completion of the General Exam or approval of the prospectus may occur in a semester prior to, or until the end of the third week of, the semester in which the student wants to begin taking 9000 hours.

During the summer semester only and upon the approval of their major professor, students may take CMST 8000 or 9000 hours without having their prospectus approved or, for doctoral students, without completing their General Exam. In this way, students can register for graduate “courses” during the summer semester.

CMST 8000 and 9000 are taken for an S/U (satisfactory/unsatisfactory) grade. The grade is determined by the student’s major professor. The professor assigns a grade based on the expectation of the CMST graduate faculty that students who enroll in CMST 8000 and 9000 will make meaningful progress toward the completion of their degree.

“Meaningful progress” is determined by the major professor and the student who contract a short written agreement at the beginning of each semester. In the agreement, the student states what she or he plans to accomplish during the semester. The agreement(s) is included in the student’s Annual Evaluation. Success in meeting the agreement will result in an “S” grade. Barring significant health or other unforeseen circumstances, failure to meet the agreement will result in a “U” grade.

According to LSU “Graduate School Regulations,” “a student receiving a ‘U’ grade in research will be placed on probation. A student receiving a second ‘U’ in research may be dropped from the Graduate School” (4; see <http://gradlsu.gs.lsu.edu/Enrolled%20Students/Regulations/item12159.pdf>).

By means of this policy, we hope to accommodate diverse research processes, encourage consistent progress on the part of all graduate students, and implement an assessment procedure that formalizes the assigning of S/U grades, thereby enabling faculty as well as graduate students.

ADVISING GUIDELINES

ADVISORY AND REVIEW COMMITTEE (ARC)

All graduate students have an Advisory & Review Committee (ARC), which consists of a main advisor and one additional member of the CMST faculty. The purposes of the ARC are to insure that (a) from the start, all graduate students have an identified advisor; (b) all graduate students are reviewed annually in terms of the same criteria; and yet also (c) each graduate student receives advice and review that addresses the particularities of his or her circumstances.

An ARC is organized and operates as follows:

During fall orientation, new graduate students are assigned an appropriate member of the graduate faculty to serve as their main advisor.

In consultation with their advisor, new students select one other faculty member to serve on their ARC. They also discuss and select courses they should or might take.

Continuing students retain the ARC they assembled in prior years. Or, if they have assembled a MA or PhD committee, the major professor and other CMST members of that committee now serve as their ARC.

Students may assemble a MA or PhD committee that consists of all, some, or none of the members that constituted their initial ARC.

All students must meet with their main advisor/major professor at the beginning of every semester.

One reason for doctoral students to meet with their advisor is to go over their CMST PHD Course Requirement Check List.

Another reason to meet is if the student plans to take CMST 8000 or 9000 research hours, which require that the student and his/her advisor draw up a short agreement that states what the student plans to accomplish during the semester. As discussed, this agreement(s) is included in the student's annual evaluation. Success in meeting the agreement results in an "S" grade; failure results in a "U" grade.

A third reason to meet is to discuss the Annual Evaluation form which all students must complete and submit to their main advisor within the first couple weeks of spring semester. See Addendum D. The form is used by the ARC to evaluate the student's progress and, in consultation with the CMST graduate faculty as a whole, to decide whether funding should be renewed, revoked or, in some cases, awarded.

Be assured, the graduate faculty do not look for reasons to revoke funding; the opposite is the case.

However, failure to submit the form on time will imply that the student does not require funding the following year.

Although we understand that new students, particularly MA students, may have little to report on the form, we ask that they fill it out anyway so as to get used to the procedure.

Some advice: Be kind to your advisor by recognizing that while you have one career to see to (your own), your advisor has several (including his or her own). Help your advisor help you by keeping track of all the

administrative details that pertain to you, such as the fulfillment of your degree requirements and the timely completion of Graduate School and departmental forms.

REGISTRATION PROCEDURES FOR OUT-OF-TOWN GRADUATE STUDENTS

If you were enrolled the preceding semester, you must register, as usual, through MyLSU.

If you were not enrolled the preceding semester, you must apply for readmission. There is an application fee for readmission. Deadlines for the application are noted on the annual Graduate School calendar. Additional late fees are added for those who do not meet the deadline. See the LSU General Catalogue for additional information.

In either case, do not ask the office staff to register for you or to take your check to the Bursar's office to pay your fees.

LEAVE OF ABSENCE FROM CONTINUOUS REGISTRATION

In June 2011, the Graduate School reported that they have developed or are in the process of developing a temporary "leave of absence" from continuous registration for graduate students, which a student can submit should they have a legitimate reason for the request. The leave does not change as much as provide an exception to the following policy: doctoral candidates must maintain continuous registration for a minimum of 3 credit hours per semester (excluding summers) from the completion of their General Exam to the end of the semester in which an approved dissertation is submitted to the Graduate School.

BASIC RESEARCH GUIDELINES

GUIDELINES FOR THE THESIS OR DISSERTATION PROSPECTUS

Prospectus: a printed statement distributed to describe and advertise a forthcoming literary work, a proposed or new enterprise, a security, or the like (*The American College Dictionary*).

In a prospectus, the student articulates the subject or topic, method or perspectives, and the significance or value of the proposed study. It is the function of the major professor and MA or PhD committee to examine the prospectus critically, to judge its suitability, and to help the student by anticipating problems or obstacles in the plan. A prospectus that does not gain full approval of the committee must be revised or the project abandoned.

Generally, a prospectus will include most or all of the parts indicated below.

Tentative title: The working title should be specific and unambiguous, yet brief. During the semester in which the study is completed a final title is required to designate the study accurately.

Clarifying statement: Often a title will need clarification, particularly if it is brief, has ambiguous terms, or contains technical language requiring clarification for the non-specialist.

Statement of the problem, question, or hypothesis: This statement is the answer to the question, "What are you trying to find out?" It can begin in many ways, such as, "The purpose of this study is to determine . . ." or "In this study, I will investigate . . ." or "This study will answer the following questions: . . ."

Contributory studies: In this section, the student indicates knowledge of the background of the study in terms of (a) other studies that preceded and hence contributed to it; (b) parallel studies using similar tools or techniques; (c) studies that contain data necessary to the present study; or even (d) studies that were motivation to the present study. In the prospectus, discussion of contributory studies should be brief; in the thesis or dissertation, it may be quite long.

Probable methodology: This section answers the question, "How (by what method) will you solve your problem, answer your question, or test your hypothesis?" Then, "What is the order of your procedure, first, second, and third?" Methodology necessarily depends on the type of study proposed. An experimental study deals with procedure, a historical study with sources, for example.

Type of data and method of analysis: The word "data" refers to the information the researcher collects. In quantitative studies the data are usually represented by numbers, the analysis of which produces tables and charts. In historical studies the data are historical "facts," which are tested and then organized into chronological or topical treatments and discussions. In this section, the type of data to be assembled, the method of organizing and analyzing the data, and the order of presentation is described. Chapter divisions may be included here too.

Initial bibliography or "Works Consulted": In this section, all the materials the student has examined and deemed relevant to the study are listed in appropriate bibliographic form. It often is more than a list of books. Journal articles, thesis, newspaper items, recordings and films may be appropriate entries. The full bibliographic information for contributory studies may appear here rather than in item #4. This section helps

the committee understand the extent of the candidate's engagement of the topic. It is sometimes advantageous to annotate the list.

Additional bibliographical sources: Here the writer describes the nature and extent of materials not yet examined or acquired, such as (a) materials to be examined only after approval of the prospectus; (b) materials that are known to exist but are not yet available; and (c) materials the existence of which is in doubt. For these reasons, the titles may not be exact or the bibliographic information complete. This section may be quite long for a documentary study, brief or nonexistent for an empirical study.

Significance of the study: Here the researcher justifies future time and effort spent on the project. The researcher predicts but does not promise, and answers such questions as: "Of what use will be the findings?" "Will the study answer significant questions?" "Will it add to the stock of knowledge?" "Will it correct misconceptions?" "Will it test common assumptions?" "Will it establish or disprove causal relationships?" Without this information, the proposal may appear limited in scope or self-evident, and a waste of the researcher's time and energies.

Since the prospectus anticipates the final content and form of the study, the more carefully it is prepared, the more useful it will be to the student once it has been approved. For example, the clarifying statement, statement of the problem, and summary of contributory studies are often placed in the Introduction or Chapter One of the study. The methodology and data appear or are applied in the body of the study. The concluding chapter often contains statements concerning the significance of the work, as corrected and amplified by the researcher. And the bibliography, completed to include additional items, appears at the end of most studies.

SAMPLE PROSPECTUSES

Should you want to see a sample prospectus, your main advisor or major professor should have the following prospectuses on file as they are posted on the Department's Community Moodle.

AUTHOR	DEGREE	TITLE OF PROSPECTUS
Andrea E. C. Betancourt	PhD	Beyond Twenty Four Frames Per Second: Performance of the Museum of the Moving Image
Rya Butterfield	PhD	China's 20 th Century Sophist: Analysis of Hu Shih's Ethics, Logic and Pragmatism
Kirk Fuoss	PhD	Performance and Organized Labor in Depression America: Reproduction and Resistance
Melanie A. Kitchens	PhD	Performing Photographs: Memory, History and Display
Ross Louis	MA	Acquiring and Doing the American Lecture Performance: An Ethnography of International Teaching Assistants
Ross Louis	PhD	Performative Critical Pedagogy: Boal in the English as a Second Language Classroom
Ryan McGeough	PhD	The American Counter-monumental Tradition:

Renegotiating Public Memory and the Evolution of American Sacred Space

Khaled Nasser	PhD	“See him for me, my dear!”: Structuration and Relational Dialectics in Mother-Daughter Socialization of Arranged Marriages Among Muslim Sunnis in Beirut, Lebanon.
Kellie St. Cyr	MA	Dance Dance Attribution: Exploring the Relationship between Facial Attractiveness and Perceived Dance Ability in Initial Perceptions
Gretchen Stein Rhodes	PhD	Museum, Method, and Madness: A Student Scholar in the Isabella Stewart Gardner Museum
Pavica Sheldon	PhD	Private and Public Self-Disclosure Among and Between Facebook Friends

GUIDELINES FOR THE USE OF STUDENTS AS RESEARCH SUBJECTS

The CMST department adheres to policies and procedures for the use of students as subjects for research established by the Institutional Review Board (IRB) at Louisiana State University. Any individual interested in conducting data-based research (i.e., survey or experimental) using students enrolled in CMST courses must adhere to several guidelines.

All studies must be approved by the LSU Institutional Review Board. All graduate students are expected to be familiar with the policies and procedures governing the use of human subjects, available at the website for the Office of Sponsored Projects:

[http://appl003.lsu.edu/osp/osp.nsf/\\$Content/LSU+IRB+Documents?OpenDocument](http://appl003.lsu.edu/osp/osp.nsf/$Content/LSU+IRB+Documents?OpenDocument)

All studies seeking to use student participants MUST be entered into the Department’s Research Reservation System. The RRS can be accessed by clicking <http://lsuhumanresearch.sona-systems.com/> Instructions for researchers can be found in a companion document, RRS – Instructions for Researchers, found at [http://appl003.lsu.edu/artsci/cmstweb.nsf/\\$Content/Studies?OpenDocument](http://appl003.lsu.edu/artsci/cmstweb.nsf/$Content/Studies?OpenDocument). If there is a research circumstance that requires the use of preformed classes or the implementation of surveys during class time, please contact Graham Bodie for a form (gbodie@lsu.edu). Unless approved by the research participation committee, only studies administered through the RRS will count toward a student’s research participation requirement. For studies using non-CMST student participants, there is no need to put information into the RRS. Similarly, there is no need to put studies into the RRS that are pedagogical and use students in an instructor’s own course as long as students are not receiving research participation credit for completing that study.

If a study requires the use of either computer lab (in Coates B24 or 205) or the Matchbox Interaction Lab/Relationship Station (in Coates B16 and B17), please check their respective schedules prior to creating timeslots. All schedules are managed by Dr. Graham Bodie (gbodie@lsu.edu).

Please be mindful of your RRS use. Typically, there are plenty of credit hours to go around. If, however, the administrator feels the use of the system by any single individual is becoming an encumbrance to the

progress of others' research programs, theses, dissertations, then he or she may restrict access of that individual.

TRAVEL

Graduate students are encouraged to participate in conferences and other scholarly events held outside LSU. The Graduate School offers a limited amount of financial support for graduate student travel through the Graduate Student Travel Award program. The following information concerns that program and is drawn directly from: <http://sites01.lsu.edu/wp/graduateschool/graduate-student-travel-award/>

GRADUATE STUDENT TRAVEL AWARD

The Graduate Student Travel Award provides financial support to qualified graduate students who attend professional conferences to present the results of their research. Applications are reviewed and approved/denied by a committee of graduate students. The allotments for these awards vary for in-state travel, out-of- state, and international travel.

Applications for travel funding must be received in the Graduate School at least ten days prior to departure; late applications will be denied. It is the student's responsibility to ensure that forms reach the Graduate School in a timely manner.

AWARD CRITERIA

Graduate Student Travel Awards will support two types of activities:

- Conference Participation - Conference attendance alone is not sufficient. Students must be presenting work which they completed while enrolled at LSU.
- Exhibition or Performance - Consideration will be given to students who have been invited to exhibit or perform their artistic work.

APPLICATION

Applications for travel awards should be submitted to the Graduate School office, 114 David Boyd Hall, at least ten days prior to departure. The application must include the following:

- Completed Travel Form through Workday (Please see our administrative program specialist for the most up to date policies on travel as the policies change often.)
- Completed [Graduate Student Travel Award Application](#) form
 - This form must be signed by the student's major professor.
- Proof of invitation to present at the conference. This may be in the form of a letter or e-mail from conference organizers or a program itinerary listing the student's name, paper title, etc.

If funding is approved by the Graduate School, the student will be notified of the approval by email.

ELIGIBILITY

To be eligible for funding, a student must be enrolled full time and in good academic standing. Summer enrollment is not required, but if traveling in the summer the student must be enrolled full time in the previous spring and either the summer or upcoming fall semester. Since all research for the presentation must have been conducted during enrollment at LSU, the student is required to have been enrolled full time for at least one regular semester (fall or spring) of Graduate School at LSU immediately preceding travel.

LIMITATIONS

- Recipients are limited to one Graduate Student Travel Awards per fiscal (July-June) year and a maximum of two awards during their academic career.
- Funding for travel that does not originate locally requires prior written approval from the Graduate School.
- Graduate students are not required to book airfares through the state travel agency but fares must be for coach or economy-class travel.
- Travel Awards expire thirty days after the date of return from travel. Students are responsible for providing all required documents to their departmental office promptly upon return from the trip. Departments must then submit travel reimbursement requests to the Travel office in Accounting Services within the thirty-day deadline.

Students are encouraged to familiarize themselves with the PM-13, University Travel Regulations, which can be located on the Accounts Payable and Travel website or the following link: <http://www.lsusystem.edu/userfiles/file/PMs/PM-13%20082010.pdf>.

Please contact the Graduate School if there are any questions.

TEACHING GUIDELINES

This section of the guide acquaints graduate students with university and departmental policies pertinent to their roles as teaching assistants and, thereby, to their roles as students too.

In so saying, the CMST faculty and administration understand that your first priority must be your academic work. Graduate assistantships are designed to help you in your pursuit of an advanced degree. Should you find that your teaching responsibilities interfere with your academic studies, you should consult your main advisor or course supervisor. Either one will try to help you organize your time and work so that your duties as an assistant will not interfere with your graduate study.

Your second priority is to the students enrolled in the classes you have been assigned and are paid to teach. Your responsibility to the students should take priority over extra-curricular events, activities, and interests.

Lastly, you have a responsibility to fulfill teaching-related duties, such as attending staff meetings, maintaining office hours, and providing the department with certain materials and information related to teaching.

GRADUATE TEACHING ASSISTANTSHIPS

AWARD OF GRADUATE TEACHING ASSISTANTSHIPS

Assistantships are awarded on the basis of the admission requirements outlined on page 4 of this guide. The more superior the student's prior academic record, GRE scores, letters of recommendation, and experience, the more likely she or he will receive an assistantship.

All students who have been accepted into the doctoral program, including those who have been awarded MA degrees by the CMST department, will compete on an equal basis for available assistantships. Teaching slots will not be reserved in advance for MA students who elect to go on for the doctorate within the department.

Louisiana State University assures equal opportunity for all qualified persons without regard to race, color, religion, sex, national origin, age, sexual orientation, disability, marital status, or veteran's status in the admission to, participation in, treatment in, or enrollment in the program and activities which the university operates. With respect to disabled persons, all reasonable accommodations will be made to assist the individual to perform the essential functions of the job in question.

RENEWAL OF GRADUATE TEACHING ASSISTANTSHIPS

As detailed in this guide, all graduate students are evaluated annually by the CMST graduate faculty and assistantships are awarded, renewed, or revoked based on that evaluation. MA students may have their assistantship renewed for 1-2 additional years (depending on thesis option), resulting in 2-3 years of funding and doctoral students may have their assistantship renewed for 3 additional years, resulting in 4 years of funding.

REQUIRED HOURS

Graduate teaching assistants are required to carry no less than 9 and no more than 12 hours of graduate credit during the fall and spring semesters. The Dean of the Graduate School will not approve any drops below 9 hours in the fall and spring for any reason. If a student teaches during the summer as a graduate teaching assistant, she or he must take no less than 6 hours of graduate credit.

PAYMENT SCHEDULE

The university issues pay checks for teaching assistants on or around the 21st of the month from September to May.

POLICY FOR TIME LIMITS ON FUNDING DOCTORAL STUDENTS

1. Doctoral students will be eligible for departmental funding for the first four years after they are admitted into the program, irrespective of whether they receive funding on being admitted.
2. Students who receive funding in their first year may potentially be funded on a departmental teaching assistantship for four years, although this support is contingent upon maintaining professional standards in teaching and scholarship.
3. Students who first receive funding in their second or third years will be eligible for *departmental* funding until the end of the fourth year *in the program*, not the fourth year of funding. They are encouraged to apply for external funding from the University, fellowships, or grants.
 - a. A student funded for the first time in his or her second year may receive a maximum of three years of departmental funding
 - b. A student funded for the first time in the third year is eligible for two years
 - c. A student funded for the first time in the fourth year is eligible for one year of departmental support
4. Students who accept alternative funding (e.g., fellowships or research appointments on grants) within the four year period will typically not receive additional funding from the department after this. This is especially true for dissertation fellowships because applicants must commit to completing their degree in the following year.
5. Students who resign assistantships for other reasons (e.g., health or family considerations) must reapply for an assistantship when they plan on returning to the program full-time.
6. Occasionally, departmental circumstances may permit us to appoint a doctoral student for the fifth year. A decision to do so (or a decision to appoint one student rather than another) will be based on the following considerations:
 - a. Only students who have a completed and approved prospectus will be eligible for additional funding.
 - b. Priority will be given to students who are
 - i. Closer to completing their dissertation
 - ii. Judged to be stronger teachers (based on student evaluations, grade distributions, submitted syllabi, course director evaluations, teaching philosophy)
 - iii. Stronger in scholarly activity (articles, convention presentations)
 - iv. Stronger departmental citizens

TIME SHEETS

In 2004, the *College and University Professional Association for Human Resources* (CUPA-HR) requested a formal opinion from the Secretary of Labor regarding whether an employer-employee relationship existed between Universities and *graduate assistants*. At that time, the Secretary of Labor, Elaine Chao, indicated in response that the 1994 rule that *graduate assistants* were exempt from *Fair Labor Standards Act* (FLSA) rules remained in effect. This directive was despite the new (FLSA) regulations that were implemented in August of 2004. Unfortunately, the IRS is under no obligation to follow that past directive by the Department of Labor and it remains to be seen if the relationship between *graduate assistants* (and student workers) and the University will be impacted by the **ACA**.

Absent from a clear exemption for *graduate assistants*, care must be taken to account for the number of hours they work.

Graduate assistants, particularly those engaged in classroom or laboratory assignments, presently do not account for their time and are treated as if they are on salary. *Graduate assistants* are considered to work at a percentage of effort that equates to 20 hours per week. This level of effort places them below the **ACA** eligibility threshold and thus they would not be eligible for health insurance.

However, problems could arise particularly in laboratory settings where the demands of the assistantship could create work weeks well in excess of twenty hours. The law seems clear that, regardless of the percentage of effort assigned, actual hours worked will determine eligibility for benefits.

For that reason, supervisors of *graduate assistants* must maintain monthly time records that must be signed by the supervisor and *graduate assistant*, certifying the hours worked. Furthermore, it must be stressed that those individuals who work 1560 hours or more per year (*or an average of 30 hours or more per week*) would qualify for the opportunity to participate in the employee health insurance plan.

*****GA's are not allowed to hold assistantships that require them to work more than 30 hours a week.**

POLICY FOR GRADUATE TEACHING ASSIGNMENTS

The Department of Communication Studies will enable TAs to develop as professional educators by providing them with opportunities to teach a variety of undergraduate courses at levels commensurate with their education and professional standing. The Department will implement the following policies to ensure that all TAs develop as educators and the noted opportunities are made available to those who decide to pursue them.

1) The Department will use the following hierarchy to determine teaching assignments. The hierarchy is based on educational and professional standing in the academy although no distinction will be made between “Instructor” and “TA” in terms of seniority (i.e., number of years teaching) when determining course assignments.

- Graduate faculty can teach 9000 level courses and under
- Instructors with doctorates can teach 4000 level courses, without graduate credit, and under
- ABD Instructors & Instructors with doctoral course work and ABD TAs and TAs with doctoral course work can teach 3000 level courses and under, given the provisions noted below
- Instructors with MAs can teach 2000 level courses and under
- TAs earning their MA can teach 2000 level courses and under, given the provisions noted below

For the purposes of this document, “Lecturer” refers to the “Instructor of Record” of any course.

2) Teaching opportunities for TAs will consist of: serving as the Assistant to a Lecturer (whether graduate faculty, Instructor, or another TA) in a lecture course of 60-plus students; serving as the Lecturer with a TA Assistant in a lecture course of 60-plus students; and serving as the Lecturer in Stand-Alone courses of 20-30 students.

3) All MA TAs will assist with large lecture courses during their first year since they need 18 hours of graduate credit in CMST to teach Stand-Alone courses. During subsequent years, every effort will be made to provide MA TAs with the opportunity to teach at least one semester of a Stand-Alone course(s) or recitation sections. Department faculty will assign the courses in conjunction with the desires of the TAs and the needs of the department.

4) All first year PhD TAs who do not have a MA degree in communication will assist with large lecture courses during their first year since they need 18 hours of graduate credit in CMST to teach Stand-Alone courses. Other first year and second year PhD TAs will be assigned to teach Stand-alone courses at the 1000 or 2000 level or to assist with large lecture courses. Third and fourth year PhD TAs will be assigned similarly although they may opt to apply to teach other courses. (See point #5 below.) All PhD TAs will teach at least one year of a Stand-Alone course(s). Department faculty will assign the courses in conjunction with the desires of the TAs and the needs of the department. The department tries to give doctoral students the opportunity to teach at least one course in their area: CMST 2010 Interpersonal Communication for students in interpersonal communication; CMST 2040 Introduction to Performing Literature for students in performance studies; and CMST 2063 Argumentation and Debate for students in rhetoric.

5) Third and fourth year PhD TAs may take it upon themselves to apply formally to teach 2000 and 3000 level courses that the Department designates as “By Application” courses. Applications will be evaluated by a Course Curriculum Committee that consists of three graduate faculty, one from each area of research concentration (Interpersonal Communication, Performance Studies, Rhetoric). In order of importance, the following criteria will be used to evaluate the applications: (a) approval by the TA’s advisor; (b) evidence of graduate coursework pertinent to the subject matter of the course; (c) evidence of scholarship in the form of

term papers or conference presentations pertinent to the subject matter of the course; (d) Student Teaching Evaluations from two prior semesters; (e) appropriateness of the proposed syllabus; and (f) area(s) of research interest in CMST. Except for point (a), the same criteria will be used to evaluate applications submitted by ABD Instructors and Instructors with doctoral course work. Every effort will be made to assign TAs with exceptional applications to the course(s) they request.

6) For “By Application” courses of 60-plus students that require a Lecturer and an Assistant, two applicants can recommend each other as a pair (i.e., as a designated Lecturer and an Assistant) although their request will not guarantee they will be paired.

7) For all large lecture courses:

(a) Every effort will be made to pair an Assistant TA with a Lecturer who has achieved a higher level of formal education or brings to the course considerable outside experience.

(b) All Lecturers must design the course to ensure that Assistants teach at least 3 full hours of course material in uninterrupted segments of 1 or 1½ hours, depending on the days of the week the course meets. Should the Lecturer fail to provide these hours, she or he will not be assigned to teach the course in the future.

(c) Continuing PhD TAs may request the opportunity to assist with a large lecture course so as to concentrate on his or her dissertation, scholarship aimed at print or live performance publication, a heavy load of course work, or to assist in teaching a course that is not available to TAs otherwise.

(d) At the completion of the course, Lecturers may evaluate Assistants. Graduate Advisors may reach out to Lecturers to discuss TAs as Advisors complete the TAs' Annual Evaluations.

8) In the CMST curriculum:

(a) Large lecture courses include: CMST 1150: Introduction to Communication Studies; CMST 2010: Interpersonal Communication; CMST 3012: History of Film; CMST 3041: Performance in Everyday Life; CMST 3115: Communication and Gender; CMST 3167: Rhetoric and Civilization.

(b) Stand-alone courses that TAs commonly teach include: CMST 1061: Fundamentals of Communication; CMST 2040: Introduction to Performing Literature; CMST 2060: Public Speaking; CMST 2063: Argumentation and Debate

(c) The “By Application” courses are:

CMST 2012: Introduction to Film
 CMST 3013: Topics in Film Genres
 CMST 3041: Performance in Everyday Life
 CMST 3113: Conversation
 CMST 3115: Communication and Gender
 CMST 3167: Rhetoric and Civilization
 CMST 3300: Rhetorical Criticism

CMST 3012: History of Film
 CMST 3040: Performance Composition
 CMST 3060: Advanced Public Speaking
 CMST 3114: Communication Research
 CMST 3118: Intercultural Communication
 CMST 3210: Computer Mediated Comm.

“BY APPLICATION” COURSES

As outlined above, third and fourth year doctoral students may propose to teach certain “By Application” courses so as to broaden their teaching experience and expertise. Proposals to teach said courses are due at the beginning of each fall and spring semester for the spring or fall semester that follows. This section provides requirements and recommendations for teaching the courses; a sample proposal form; and some notes regarding the proposal.

REQUIREMENTS AND RECOMMENDATIONS FOR TEACHING “BY APPLICATION” COURSES

CMST 3113, 3114, 3115, 3118 and 3210

Faculty recommends students have coursework and research experience pertinent to the course they are proposing to teach; and they consult with a faculty member who has taught the course before they write their proposal.

The extent to which a student can alter the course (texts, units, instruments, aims) is “negotiable.” Again, faculty recommends students consult with a faculty member who has taught the course before they write their proposal.

A student can propose to teach CMST 3115 two semesters in a row. We are less sure of CMST 3113, 3114, 3118, and 3210.

CMST 2012: INTRODUCTION TO FILM

The student who proposes to teach this course will have taught or observed CMST 2040 and have a good understanding of CMST 3040. She or he will be able to teach basic composition and how to use a digital video camera and editing program.

The extent to which a student can alter the course (texts, units, instruments, aims) is broad, although we ask that the adaptation of the basic CMST 2040 structure be retained.

A student can propose to teach the course two semesters in a row.

PLEASE NOTE: due to the lab component, 2012 is a 4 hour class, and so the student cannot teach another stand-alone class. She or he may be assigned to assist in teaching a lecture course during an "overload" semester.

CMST 3012: HISTORY OF FILM

The student who proposes to teach this course will have assisted teaching the course and/or have a comprehensive background in film history.

As regards making changes to the course, it must remain a large lecture course and provide a survey of the history of film. Otherwise changes can be made to the texts, units, and instruments.

A student cannot propose to teach it two semesters in a row as it is taught every other semester. A student might propose to teach CMST 3012 and then CMST 3013, or vice versa.

CMST 3013: SPECIAL TOPICS IN FILM: GENRES

The student who proposes to teach this course will have assisted teaching the course and/or have a comprehensive background in film history and criticism (i.e., film studies) and the particular genre to be featured – e.g., horror.

As regards making changes to the course, it must remain a large lecture course and focus on the featured genre. Otherwise changes can be made to the texts, units, and instruments. If a student is interested in teaching the course, please meet with Dr. Shaffer or Dr. Suchy prior to writing a proposal.

A student can propose to teach the course two semesters in a row although the featured genre would have to change from one semester to the next. A student might propose to teach CMST 3013 and then CMST 3012, or vice versa.

CMST 3040: PERFORMANCE COMPOSITION

The student who proposes to teach this course will have taught CMST 2040; have knowledge of basic composition forms and conventions; and have observed the teaching of 3040, at least in part.

If a student is interested in teaching the course and/or wants to make changes to the basic text, units, instruments, or aims, please meet with a performance faculty member prior to writing a proposal.

A student may propose to teach the course two semesters in a row.

CMST 3041: PERFORMANCE OF EVERYDAY LIFE

The student who proposes to teach this course will have assisted teaching or observed the course and will have taken CMST 7943: Performance and Culture.

If a student is interested in teaching the course and/or wants to make changes to the basic text, units, instruments, or aims, please meet with Dr. Shaffer or Dr. Terry.

A student may propose to teach the course two semesters in a row.

CMST 3060: ADVANCED PUBLIC SPEAKING

The student who proposes to teach this course should have taught CMST 2060 for at least two semesters at LSU and ideally for a year at a previous institution. He/she should also have completed graduate seminars in rhetoric theory and/or rhetorical criticism.

This course has primarily been taught by Kent Filibel in the past, so he should be consulted for advice for how to make this course more “advanced” than 2060. Usually, the focus is on constructing a longer, more sophisticated speech related to the student’s career goals, and the text should incorporate more complex theories of logical argument and aesthetic style.

CMST 3167: RHETORIC AND CIVILIZATION

The student who proposes to teach this course should have taught CMST 2060 to have experience defining rhetoric for an undergraduate audience. A seminar in the history of rhetoric is also a necessity, as the goal of the course is to demonstrate how rhetoric has functioned in the context of civilization dating back to the Greeks.

If a student is interested in teaching the course and/or wants to make changes to the basic text, units, instruments, or aims, please meet with rhetoric faculty prior to writing a proposal. In general, it is

advised that the student employ a textbook that discusses the function of rhetoric in political life and grounds itself in classical rhetorical theory.

CMST 3300: RHETORICAL CRITICISM

The student who proposes to teach this course should have taught CMST 2060 or has had experience teaching composition or literary criticism. Previous seminar experience in rhetorical criticism is clearly a requirement.

If a student is interested in teaching the course and/or wants to make changes to the basic text, units, instruments, or aims, please meet with rhetoric faculty prior to writing a proposal. As a survey course, rhetorical criticism should be taught using one of the popular textbooks in the field.

SAMPLE PROPOSAL FORM

Department of Communication Studies – Louisiana State University
APPLICATION FOR TEACHING SELECT CMST COURSES

DUE TO

BY

COURSES YOU CAN PROPOSE TO TEACH

CMST 2012: Introduction to Film

CMST 3013: Topics in Film Genres

CMST 3041: Performance in Everyday Life

CMST 3113: Conversation

CMST 3115: Communication and Gender

CMST 3167: Rhetoric and Civilization

CMST 3300: Rhetorical Criticism

CMST 3012: History of Film

CMST 3040: Performance Composition

CMST 3060: Advanced Public Speaking

CMST 3114: Communication Research

CMST 3118: Intercultural Communication

CMST 3210: Computer Mediated Comm.

Your name:

Number and title of course:

As pertinent to the course, do you want to propose to teach it two semesters in a row?

Area(s) of emphasis in CMST:

Have you taken general (doctoral) exams?

Have you written an approved prospectus?

List the courses you have taught at LSU and, as pertinent, in university programs elsewhere. For each course, indicate if you were an assistant or the Instructor of Record.

Please include four documents with this form: (1) a brief explanation regarding why you feel you are prepared to teach the course – e.g., prior teaching, coursework, print or other scholarship; (2) a two page syllabus that indicates course aims, required texts, an outline of assignments, and a basis for grading; (3) summary pages from LSU Student Teaching Evaluations for spring & fall 2009; and (4) your CV.

FOR CMST GRADUATE STUDENTS ONLY

Your current advisor:

Number of graduate hours completed at LSU by the end of semester:

Current GPA:

NOTES REGARDING THE PROPOSAL

When you make your proposal, please use the form and follow the directions carefully.

For example, “a *brief* explanation regarding why you feel you are prepared to teach the course” should run no longer than a well-crafted paragraph. In other words, demonstrate your ability to write in a clear and concise manner throughout your proposal.

We do not expect the abbreviated (2 page) syllabus to be comprehensive or unique; in fact, we recommend you ask faculty who have taught the course previously for their syllabus and input.

If you would like an example of a CV, contact a graduate faculty member in your area(s) of emphasis.

Applicants may submit proposals for two courses, taking care to indicate a preference. Should you select this option, please submit just one CV and one set of teaching evaluations; not two.

Certain CMST courses are offered every semester and applicants may propose to teach such courses for two semesters running rather than one.

As noted under point #5 of Policies for Graduate Teaching Assignments, the following criteria is used to evaluate the applications:

- (1) Approval by the applicant’s main advisor
- (2) Evidence of graduate coursework pertinent to the subject matter of the course
- (3) Evidence of scholarship in the form of term papers or conference presentations pertinent to the subject matter of the course
- (4) Student Teaching Evaluations from two prior semesters
- (5) Appropriateness of the proposed syllabus
- (6) Area(s) of research interest in CMST

Clarification of point #6 of the “Policies” statement – i.e., an applicant may apply to be the designated Instructor of Record of a course of 60-plus students, which then entails an Assistant. The applicant does not have to recommend an Assistant, although she or he may. The applicant may recommend a TA who is an MA or a PhD student. Please be aware that the recommendation will not guarantee its approval

SUMMER TEACHING FOR GRADUATE STUDENTS

Selection

The department cannot guarantee summer teaching because we typically do not have enough funding for everyone who wants to teach. Consequently, we have devised a priority system for selecting staff for the courses we offer.

1. An H&SS policy from the Dean excludes Associate and Full Professors from teaching summer school under most circumstances.
2. Assistant professors have first priority within the department, funds permitting, but are expected to apply for research support.

3. Instructors have second priority because, unlike graduate students, they are unable to apply for student loans and many have no other means of support during the summer months.
4. Doctoral students in their first through third year have third priority and will typically be awarded up to two summers of funding. In general, senior students or those with more teaching experience in communication have priority.
5. Master's students have fourth priority and will typically not be offered the opportunity to teach.

All summer assignments are made with the approval of the course director and the department chair.

In summer, the department calls those graduate students selected to teach “full time teaching assistants” and require them to teach one class and work an additional 10 hours per week, either in the office, as a research assistant, or to help with assessment.

TAs must enroll in 6 hours (no tuition for full time TAs). If coursework is not available in the department or elsewhere, students should enroll in 8000 or 9000 (if eligible) or CMST 4200. Students will be expected to advance their academic studies or scholarly activity during the summer for satisfactory completion of the 6 hours. Evidence of such pursuits might include an annotated bibliography, a paper completed and submitted to a convention or scholarly journal, or a prospectus.

TEACHER TRAINING AND RESOURCE MATERIALS

ORIENTATION: TRAINING, LIST OF RESPONSIBILITIES, CLASS SELECTION

During fall orientation, teaching assistants are required to attend a training session that addresses the course(s) they have been assigned to teach or assist. At the session, the course supervisor will cover details regarding the course materials, format, assignments, exercises, grading, and so forth. In some cases, a Teacher's Manual will be provided. As the manuals contain examples of quizzes and exams, you're asked to keep careful track of it.

At the same meeting or thereabouts, supervisors and assistants are encouraged to draw up a list that specifies the assistant's responsibilities and the approximate amount of time it takes to fulfill each one of them. Time spent in class and office hours should be included in the tally. The purposes of the list are:

- 1) To insure the assistant's responsibilities require no more or less than an average of 20 hours per week
- 2) To insure that the assistant's responsibilities are spread out across the semester in a fairly equal way
- 3) To insure that the assistant's responsibilities challenge the assistant and thereby benefit his or her growth as a teacher
- 4) To insure that if there are questions in the future regarding the assistant's fulfillment of his or her responsibilities, there is a document to which those involved can refer

It is also during orientation that assistants who teach courses with multiple sections select the specific section(s) they will teach that semester. A system is in place to insure that those graduate students who are

taking courses select their sections prior to students and instructors who are not. Similar provisions insure that assistants do not get stuck teaching less desirable sections (e.g., those that meet at 7:30 a.m.) on a recurrent basis.

RESOURCE MATERIALS AND EQUIPMENT

Depending on the class(es) you teach or assist, a textbook, Teacher's Manual, course outlines etc., a record book, and critique sheets will be given to you by the course supervisor or you may obtain them from the CMST Administrative Specialist. She also will give you a key to your office and assign a mailbox to you.

The department owns multimedia equipment you can check-out and use, such as DVD players, video cameras and stands, and videos of Great Speeches and select speaking contests held at LSU. To access the equipment or videos, contact the main office.

Should you need additional multimedia equipment, you can call the Instructional Resource Center and they will deliver and pick-up the equipment you order from the classroom in which you teach.

Many of the classrooms in which you teach are "smart classrooms" in that they are equipped with a computer, projector, and Internet access.

LSU Library facilities and services are detailed at: <http://www.lib.lsu.edu/index.html>. Do note, you can apply for a study carrel in Middleton Library. For details, ask the Circulation Desk or call 578-2058 or complete the online request form at <http://www.lib.lsu.edu/circ/studycarrel.html>.

COPY MACHINE POLICY

Only students **currently funded** by the department to teach classes may use the copy machine. The amount of copies you can make each semester or year varies depending on departmental resources. The specific amount will be announced by the CMST office. You may make copies for any of the following purposes, up to your designated number: (a) handouts for your students; (b) quizzes; and (c) papers for classes you are taking. Midterm and final exams should be copied during regular office hours so the departmental code can be used instead of drawing from your personal allotment of copies. You should ask an office staff member to enter or provide the code.

You should not make copies of the following: (a) syllabi for the class(es) you teach; (b) student packets; (c) entire books or chapters; and (d) your dissertation, thesis, or prospectus. You should post syllabi and other materials on Moodle, either directly or by scanning them on the copy machine and uploading them to Moodle. Students are expected to make their own copies. Books and full chapters for your students should not be copied or scanned using departmental equipment. They should not be posted on Moodle unless the copyright has expired. You should take them to a copy store that will investigate copyright permissions, and students may purchase packets from the stores.

Books or significant parts of them for your own use should not be copied or scanned using departmental equipment or resources.

MyLSU AND MOODLE

All graduate students are required to have a MyLSU account, which is created automatically for you by the LSU Graduate School and allows you to access and use LSU computing resources. One resource is the course management program called MOODLE that helps teachers manage their class rosters and grades, distribute course materials, and communicate with their students.

For more information about MyLSU, go to: <http://grok.lsu.edu/categories.aspx?parentcategoryid=1721>

For more information about MOODLE, go to: <http://moodle.grok.lsu.edu/>.

For further assistance, contact the Information Technology Services Help Desk at 225-578-3375.

KEY TEACHING DOCUMENTS, POLICIES, AND PROCEDURES

THE SYLLABUS

The syllabus is a key course document in that it communicates your pedagogical perspective on the course – i.e., your conceptual and practical design for teaching the course given the constraints and possibilities of the university system. Entailed here is a clear dissemination of the policies and procedures the university, the department, your course supervisor, and you have established to provide a productive and fair educational experience for all the students in your charge.

To these ends, we ask that you show your syllabus to your course supervisor before you make it available to students. The course supervisor will check the syllabus to make sure it contains the components that are uniform across course sections, for the inclusion of certain policies and procedures, and for stylistic clarity. Course requirements aside, the department requires you to include your name, office hours and contact number, attendance, grading, and participation policies.

The course supervisor also considers if your course design is too ambitious or simple. The main aim here is to insure that your preparation, teaching, and grading require no more or less than 20 hours of work per week.

Once your course director has approved your syllabus, you can make it available to your students through MOODLE. If you want to distribute hard copies in class, you will have to bear the duplication costs yourself. (We apologize but we don't have the funds to copy all the syllabi for all the courses we teach.)

You are required to turn in a copy of your syllabus to the department's Administrative Specialist at the start of the semester.

Should you alter some aspect of the course as planned, you need not consult the course supervisor unless the change is significant. E.g., omitting an un-graded exercise due to lack time is minor whereas omitting a chapter in the course text or a graded presentation is significant.

OFFICE HOURS

All teaching assistants are expected to keep regularly scheduled office hours. A minimum of 2 hours per week per course you teach is required.

Your office hours must be noted on your syllabus and posted on your office door.

Should you need to miss your office hours, please notify the main office by phone.

Should you need to change your office hours, alert the main office to the change in writing and also be sure to tell your students.

ATTENDANCE: CALLING ROLL

It is not uncommon for students to attend one section of a course but be enrolled in another, mistakenly or in an attempt to wiggle their way into the desired section. To help us address this situation, please call roll every day. You can access your class rosters through Moodle, and during the first few weeks, you should do so regularly so as to account for students who have dropped and added your class.

If a student is attending your class who is not on your roster, tell the student to check MyLSU to make sure they are enrolled in the proper section. Above all, do not tell the student you can or will add him or her to your class, since you simply are unable to do so. Students must go through normal registration procedures to get into your class.

ATTENDANCE: STUDENT ABSENCES

The department supports the LSU attendance policy, which states that students are expected to attend all classes but absences of students in good standing need not be reported until, in the opinion of the instructor, they become excessive. In other words, there is no such thing as an official excuse at LSU. Save for two instances, it is up to the instructor to determine what excuses she or he will accept or reject.

The two instances are: a dean may authorize a group excuse (e.g., for a traveling sports team); or a dean may authorize an I-grade (an incomplete) for a student with many unavoidable absences (e.g., due to illness).

It is important, therefore, that you establish your own attendance policy, include it in your syllabus, reiterate it orally, and be consistent in adherence to it. Please be aware that in the past we have been unable to enforce oral attendance policies during grade appeals. The college will not honor them.

Excuses you might find acceptable include a serious illness, a family emergency, curricular requirements (e.g., a field trip), court-imposed legal obligations (e.g., jury duty), military obligations, and religious holidays. Other sound reasons may be given by the students.

If you have reason to question the validity of a student's excuse, you may contact the office of the student's dean or report the absence to the student's college on a form that can be obtained in the CMST main office. Teachers who use these forms are encouraged to keep copies in their grade books.

While you may decide that a student has a valid reason for being absent from class, the reason should not excuse the student from completing the work she or he might have missed. A student who fails to complete an assignment should not be given credit for it. Policy on permitting students to make up missed assignments will vary and may depend upon the amount of work missed and its importance. However, the instructor should never feel obligated to teach the material "twice" just because a student was not present the first time it was taught.

ATTENDANCE: TEACHER ABSENCES

Should *you* need to be absent from the classes you teach, please attend to the following procedures:

For research-related absences (e.g., data collection, performances, attendance at conventions), secure an Authorization to Travel form from the main office. Complete it and submit it to the department's Administrative Specialist.

For personal absences that you can anticipate, you should arrange for another instructor to take your class or assign the students homework or an activity they can do on their own.

If an emergency arises, you should try to arrange for another instructor to take your class or for someone to notify the class that it will not meet.

In all cases, you must inform the main office of your absence.

EXAMS

The department requires midterm examinations and the university requires final examinations. The university calendar indicates the period set aside for midterm exams and, each semester, the Office of Academic Affairs issues a final exam schedule.

You may not, under any circumstances, change the date, time, or location of your final examination(s).

If you draw your exam questions from a Teacher's Manual, do not let your students keep the questions. All copies should be collected at the end of the class period. Since many teaching assistants re-use questions from the manual each year, we would prefer that students not hold on to them.

Please schedule any make-up exams in your office, perhaps during your office hours. Exams cannot be proctored by the CMST office staff or given in the main office.

GRADES

Assigning Grades:

Include your grading policy and procedures in your syllabus and reiterate them orally at the beginning of the semester if not also at select times over the course of the semester (e.g., prior to graded exams or presentations).

We recommend that you assign a specific number of points to each assignment so that the student is fully aware of the weight of each assignment and how they add up to a final number and letter grade.

As is the norm at most universities, at LSU, an "A," "B," or "C" indicates satisfactory work. A "C" is okay, acceptable for graduation. A "B" is good, and an "A" indicates exceptional work. A grade of "D" is passing but unsatisfactory while a "F" is given for work failed. Please be aware that you cannot assign a student an "I" grade (an incomplete) without written permission from the student's dean. As of Fall 2015, LSU adopted a +/- system. You are required to account for this on your syllabus. Be very clear about your standards regarding +/-.

Reporting Grades:

Midterm and final grades must be submitted electronically by you via your MyLSU account. Grades can be submitted on or off campus 24 hours a day.

Grade Appeals:

All LSU students are permitted to appeal their grades. Therefore it behooves instructors to develop a fair and clear grading policy, include it in their syllabus, and keep accurate records of students' grades.

The procedure for a grade appeal runs as follows.

The student must initiate a grade appeal within 30 days after the first day of classes in the next regular semester.

The instructor should meet with the student to discuss the appeal and attempt to arrive at a solution. Although each may have a counselor present, it is believed that under most circumstances, the meeting will be more productive if the instructor and student meet alone.

Following the meeting, the instructor must inform the student of his or her decision within seven calendar days.

If the decision requires a change in an official university record, the instructor must comply with all university regulations and procedures necessary to accomplish the change. A change of grade is accomplished by filing a Grade Correction Report. The department chair or the student's dean may request documentation relevant to the matter before she or he approves the grade change.

If the matter is not resolved and the student wishes to pursue the appeal, he or she must make a written request to the chair of the department in which the course was taught asking for a meeting of the department chair, the instructor, and him- or herself. The instructor must provide the student with the name of the appropriate department chair. The written request should state the purpose of the meeting and indicate the instructor's name. It should not detail the student's argument. This request must be submitted within 45 calendar days from the date of receipt of the request.

At the meeting, both the student and the instructor may be accompanied by a counselor. At the close of the meeting, or within seven calendar days, the department chair shall make a decision. If a decision is made at the close of the meeting, it is to be given orally to all present. If the matter is taken under advisement, the department chair shall inform all parties, including the student's dean, of his or her decision in writing. If the decision reached requires change in an official university record, the instructor must comply with all university regulations and procedures necessary to accomplish the change.

If the student is not satisfied with the decision reached, he or she may appeal to the dean of the college in which the department offering the course is situated. The dean's name will be furnished to the student by the

department chair. Appeals concerning courses numbered 7000 or above should be directed to the dean of the Graduate School.

PLAGIARISM/ACADEMIC DISHONESTY

Work that has been plagiarized and other forms of academic dishonesty are unacceptable. The university considers plagiarism to be cheating and a violation of the Code of Student Conduct. All instructors are required to report suspected or confirmed cases of plagiarism and other forms of dishonesty to the Dean of Students and every student has the right to be notified in writing of the charges lodged against him or her.

If you suspect a student has plagiarized a work or cheated (e.g., on an exam), do not discuss the problem with the student or try to handle the case by threatening or awarding an “F” grade. Instead, contact and discuss the matter with your department chair. If the chair agrees with you, she or he will make a full report to the Dean of Students who will handle the matter. If the student objects to the Dean's ruling, he or she may request a hearing before the committee on the Code of Student Conduct. In that event, you may need to present your case to the committee.

STUDENTS WITH DISABILITIES

The CMST department strives to make reasonable accommodations to all qualified disabled students so as to assist them in meeting the requirements of the CMST courses they take.

If a student with disabilities enrolls in your class, she or he will present you with a letter from the Office of Disability Services. The letter will contain the information you need in order to accommodate the student.

If the student's disability appears to make it impossible for him or her to meet the requirements of the course, notify your course supervisor immediately, relating the specifics of the situation to him or her. Also check to be sure the student has informed the dean of his or her college of the nature of the disability. (Students with a permanent disability are requested to notify their dean each semester, at the time of registration.)

Your course supervisor will attempt to determine whether the course can be modified and the student accommodated. If this is not possible, the student and the student's dean must be notified at once. The dean will make other suitable arrangements or inform the student of his or her ineligibility to continue the course.

Do not discuss the student's disability with anyone other than your course supervisor, including the student.

CLASSROOMS AND OTHER SPACES

CLASSROOMS

All teaching assistants have a right to expect that the rooms in which they teach are provided with the equipment required for teaching the course. Each instructor should expect the classroom to be clean and equipped with a desk, lectern, blackboard or whiteboard, waste basket, and enough chairs for the students enrolled in the course.

If any of the above items are missing or damaged, and if a classroom is not clean, you should report these deficiencies to the department's Administrative Specialist or Coordinator. Do the same if the room is too cold or too hot or if you find the room does not lend itself to the effective teaching of your class – e.g., it's too small.

Of course, all instructors are expected to pitch in to maintain clean, tidy, and properly equipped classrooms. If a lectern or desk is missing, rather than take one from another classroom – which will only inconvenience others – report the matter to the department office. If your students leave unwanted visual aids in the room, collect and dispose of them. If the chairs have been rearranged for a discussion or other activity, return them to their original position (usually forward facing rows) at the end of the period.

In case of fire, all instructors should know where the fire extinguishers and exits are located in the building.

They also should abide by university policies that prohibit smoking, food, and drink in the classroom.

On a broader scale, all LSU buildings are smoke free under legislative order. In fact, the entire campus should be smoke free. From the LSU website:

In 2011, both the LSU Faculty Senate and Student Government passed resolutions to restrict smoking at least 25 feet from building entrances and exits and called for the campus to be either smoke-free or

tobacco-free by fall 2012. Finally, in summer 2013, the Louisiana legislature passed the current law that stipulates, effective August 1, 2014, all state public college campuses must be either smoke-free or tobacco-free.

Except for Assistance Dogs, domestic animals are prohibited. Other animals require permission from the Dean of the Ag Center and the department chair. Firearms, weapons, explosives, alcoholic beverages, and narcotics are prohibited on campus too.

THE CMST MAIN OFFICE

Save for office workers, students are not allowed behind the counter in the main office unless they receive permission. The reason for this policy is that the Administrative Coordinator does a lot of confidential work at her desk. Also do not ask the Administrative Coordinator or the office workers to do secretarial work for you.

A “Lost and Found” area is located in the main office should you find or lose an item of some kind.

THE KITCHEN

The kitchen, located in 133 Coates, may be used by anyone in the department. It houses a stove, microwave, and small refrigerators. The key to the kitchen can be obtained in the main office. It is your responsibility to clean up after yourself if you use the kitchen.

CMST ORGANIZATIONS AND ACTIVITIES

As the semester gets underway, you will find your email and hard mailboxes filled with announcements for university and department events, many accompanied by requests that you announce the event to your classes. The volume is so great at times that one is tempted to ignore them. However we ask that all instructors make every effort to inform their students of the department events and encourage them to attend and, of course, attend themselves. Below, listed alphabetically, are the most prevalent CMST organizations and activities.

COLLOQUIA

Each semester, we hold an informal series of student-faculty colloquia. The main purpose of the meetings is to provide opportunities for faculty and graduate students to share their research with each other, whether the research is a work-in-progress, a thesis or dissertation proposal, or a professional paper geared toward a convention presentation or a journal publication. In this way, the colloquia foster the active exchange of research ideas and developments between graduate students and faculty.

For these reasons, graduate students and faculty are expected to attend and participate regularly in the colloquia. Since the meetings are typically held on Wednesdays at 11:30, we ask that students and faculty not schedule their office hours during these times.

GILES WILKESON GRAY LECTURE

Each year (usually in the spring semester) a distinguished scholar in the field of Communication Studies is invited to campus to deliver the Giles W. Gray Lecture in memory of the former distinguished LSU professor and scholar. In addition to the lecture, the speaker usually is available to address several classes and speak at a colloquium. Graduate students are encouraged to take advantage of the opportunity to hear and get to know the outstanding scholars who come to the campus for this lecture.

GRADUATE STUDENT ASSOCIATION

All full or part time CMST graduate students are members of the CMST Graduate Student Association. The association meets at least once a semester. It is led by three officers, one from each of the three main areas of research emphasis. Together they represent the interests of the CMST graduate student body to the department administration and faculty.

THE HOPKINS BLACK BOX (HBB)

Dedicated to LSU Professor Emeritus and former chair of the department, Mary Frances HopKins, the HBB is the focal point for the Performance Studies area. Understood as an experimental laboratory for doing performance research, the HBB offers 8-10 public performances per year – largely conceived, written or adapted, and directed by faculty, graduate students, and the guest artists we bring in each year. The HBB is located in 137 Coates Hall.

THE MIXON LYCEUM

The Mixon Lyceum refers to our forensic and debate program, named in honor of Harold Mixon, LSU Professor Emeritus of CMST with a concentration in Rhetoric and Public Address. Under the spirited direction of a CMST instructor and graduate assistant(s), undergraduate members represent LSU at a variety of intercollegiate debate and forensic tournaments throughout the South and elsewhere. The Mixon Lyceum also sponsors an event here at LSU, appropriately titled the Mardi Gras Tournament. The Mixon Lyceum meets weekly and anyone, regardless of experience, is eligible to participate.

RALLY

Rally refers to a university wide high school recruitment program held every spring at LSU. Our contribution to the program is to sponsor a debate and forensic contest, titled the High School State Speech Rally. All teaching assistants and instructors are required by contract to participate in the Rally except for those students who serve on the current HBB Advisory Board.

Speaking of recruitment . . . Occasionally you will be approached by undergraduate students who are interested in pursuing a major or minor degree in CMST. Tell them we welcome new students and encourage them to meet with our undergraduate advisor, Kent Filbel, who will tell them how to declare a major or minor in CMST and advise them as to what courses they need to take.

MATCHBOX INTERACTION LAB

Located in Coates B16 and B17, the Matchbox Interaction Lab can be used to videotape individuals, couples, and small groups of up to five people doing experiential activities, such as conversing or holding a mock job interview. Modeled after John Gottman's "Love Lab" built at the University of Washington, the lab is conducive to communication because it is set up as a contemporary living room with comfortable seating, a computer, a coffee table, landscape paintings, plants, mirrors, and lamps. The lab contains nonverbal artifacts in the form of magazines and trinkets to distract someone if he or she wants to avoid communicating about a topic. Hence, participants have the opportunity to relieve anxiety by picking up selected artifacts. They are observed through an unobtrusive, revolving digital camera. Physiological data can be measured including heart-rate variability, beats per minutes, blood pressure, and somatic activity by wearing a comfortable wrist monitor.

RELATED COMPUTER LABS

In addition to the interaction lab, graduate students are invited to use the computer lab in Coates B24 which contains several desktop computers with internet access and software that allows for the random assignment of participants to experimental or control conditions, exposure of participants to audio-visual stimuli, collection of reaction time data, and the ability to collect verbal or typed responses. Statistical software including SPSS and AMOS are on some of the computers.

ADDENDUM A COURSE REQUIREMENTS

MA STUDENTS

The candidate must complete 36 credit hours

- Thesis option: 30 course credit hours and 6 CMST 8000 Thesis Research hours
- Non-thesis option: 36 course credit hours

Within the 36 hour total, the candidate must take:

- A minimum of 18 credit hours in CMST at the 7000 level, which may include thesis hours
- CMST 7900: Introduction to Graduate Study in CMST
- A 7000 level seminar in each of the three areas of research emphasis
- If on assistantship, CMST 7901: Pedagogy for the Communication Classroom
- If thesis option, a minimum of 9 course credit hours in area of research emphasis
- The student may take 2 independent studies in each area of research emphasis

PHD STUDENTS

The candidate must complete 72 credit hours

- Which may include course credit hours earned for the MA
- Which is exclusive of thesis or dissertation hours

Within the 72 hour total, the candidate must take:

- A minimum of 36 course credit hours at the 7000 level, which may include MA course credit
- A minimum of 21 course credit hours in area of research emphasis; 12 at the 7000 level
- CMST 7900: Introduction to Graduate Study in CMST
- A 7000 level seminar in all three areas of research emphasis
- If on assistantship, CMST 7901: Pedagogy for the Communication Classroom
- A minimum of 9 course credit hours outside CMST – e.g., a minor or cognate
- The student may take 2 independent studies in each area of research emphasis

Outside the 72 hour total, the candidate must:

- Take a minimum of 9 CMST 9000 Dissertation Research hours

ADDENDUM B: CMST GRADUATE COURSES

Descriptions are drawn from the LSU GENERAL CATALOG (please contact the Graduate Director with questions or updates)

4000 LEVEL COURSES FOR UPPER DIVISION UNDERGRADUATE & GRADUATE STUDENTS;

all the noted courses are worth 3 credits; a few carry restrictions or additional requirements for graduate students.

CMST 4012: Communication and Relationships

IPC

Survey of theories of interpersonal communication and misunderstandings in relational development and deterioration; more effective communication

CMST 4100: Political Communication

RH

Factors and strategies in contemporary political communication in the U.S.; emphasis on electronic communication, candidates and images, campaign management, speech making, and advertising; study of recent and current elections

CMST 4101: Organization Communication

IPC

Theories surrounding how people communicate within the organization setting, as well as how communication relates to the process of organizing; examines relevant theories and research

CMST 4102: Communication and Careers

IPC

Examines theoretical and practical discourses surrounding careers on individual and group levels; includes key career issues: meanings of work, work/life balance, mentorship, career analogies.

CMST 4107: Communication as Culture

IPC

Creation, maintenance, and alteration of cultural norms, institutions, and values through both mass mediated spectacle and intimate communication ritual

CMST 4111: Intrapersonal Communication

IPC

Examination of mental imagery, imagined interaction, and listening across a variety of context

CMST 4112: Health Communication

IPC

Communication in the health care context; application to pragmatic problems in the healthcare industry; critical examination of health messages in popular culture

CMST 4113: Communication and Leadership in Teams

IPC

Analysis of communication processes in groups and teams; includes examination of theories and research findings; addresses individual and team participation, leadership, and decision-making skills

CMST 4114: Contemporary Theories of Communication [Theory]

IPC

Current methods and theories of human communication; research literature; behavioral antecedents and consequences of messages and their variations; how messages interact with communicators to produce behavioral outcomes

CMST 4118: Modeling Communication Within Marital and Family Relationships

IPC

Role of communication within marriages and other family arrangements

CMST 4119: Nonverbal Communication

IPC

Nonverbal message systems such as kinesics and proxemics; relationship between nonverbal and verbal communication

- CMST 4130: Communication Skills Training and Assessment** **IPC**
Provides students with a theoretically-based understanding of training communication skills
- CMST 4140: Analysis and Performance of Poetry** **PS**
Advanced study of selected forms, styles, and genres of oral and written poetry through solo and group performance
- CMST 4141: Analysis and Performance of Narrative** **PS**
Advanced study of selected novels, short stories, and oral narratives through solo and group performance; stylistic and rhetorical analyses
- CMST 4142: Selected Topics in Performance Studies** **PS**
Diverse topics, such as autoperformance; nonfiction; documentary; installation; may be taken for a maximum of 6 hours when topics vary
- CMST 4143: Performance of Southern Fiction** **PS**
Study of selected texts of contemporary southern fiction through solo and group performance; literary criticism of texts performed; relevant narrative and performance theory
- CMST 4144: Performance Art** **PS**
History, theory, criticism, and practice of 20th century avant-garde performance and performance art
- CMST 4145: Group Performance** **PS**
Theory and techniques of adapting and staging nondramatic literature and other materials for group performance
- CMST 4147: Body Performance Culture** **PS**
Theories and uses of the body as a site of cultural production and communication in everyday life and more formal performance events
- CMST 4150: Tourism as Communication & Performance** **PS**
Communication and performance-centered study of contemporary tourism and travel
- CMST 4160: Persuasive Communication** **RH**
Nature of persuasive communication; the role of message, source, and recipient factors in persuasive impact
- CMST 4165: History and Criticism of American [U.S.] Public Address** **RH**
U.S. public address from colonial times to the present; speeches of outstanding statesmen and women, lawyers, and clergy and sources of their effectiveness
- CMST 4167: Contemporary Rhetorical Theory** **RH**
Developments in rhetoric from contemporary theoretical and critical perspectives; key concepts in the philosophy of rhetoric
- CMST 4168: Rhetoric and the Arts** **RH**
The arts as a means of transforming experience and influencing social change
- CMST 4169: Visual Rhetoric** **RH**
Methodological approaches useful in understanding how images communicate messages and make arguments

- CMST 4312: Topics in Critical Media Theory and Practice** **RH**
Topics such as “Basic Concepts of Cinema,” “Aesthetics of Film and Video,” and “Cyberculture Theory”
- CMST 7900: Introduction to Graduate Study in Communication Studies** **ALL: CORE**
A CMST core course required of all CMST graduate students
- CMST 7901: Pedagogy for the Communication Classroom** **ALL: CORE**
A one-credit CMST core course required of all CMST graduate students on a teaching assistantship; provides information and support for first time college teachers; teaching skills; core teaching values and instructional strategies
- CMST 7903: Research Writing in Communication Studies** **ALL: CORE**
A CMST core course required of all CMST graduate students; emphasis on refining research and writing skills for careers in the discipline
- CMST 7910: Interpersonal Communication Theory** **IPC**
Current theoretical approaches to interpersonal communication, including developmental approaches, cognitive and relational theories; may be taken for a maximum of 12 hours when topics vary
- CMST 7911: Communication and the Individual** **IPC**
Current theoretical approaches to the role of the individual in communication. Topics such as individual differences, imagined interaction, and listening; may be taken for a maximum of 6 hours when topics vary
- CMST 7912: Communication and Relationships** **IPC**
Examination of theoretical perspectives and concepts over the life cycle of interpersonal relationships across contexts including relationship types, roles, emotion, conflict, third-party influences, deception, persuasion, and dissolution processes; may be taken for a maximum of 6 hours when topics vary
- CMST 7913: Communication Theory** **IPC**
Foundational and contemporary theories in communication; may be taken for a maximum of 6 hours when topics vary
- CMST 7914: Communication in Health Care Contexts** **IPC**
Topics such as interpersonal communication in health care contexts, intersections of family and health communication, and social support and health communication; may be taken for a maximum of 6 hours when topics vary
- CMST 7915: Research in Communication Theory** **IPC**
Research literature on advanced topics in communication theory; may be taken for a maximum of 9 hours when topics vary
- CMST 7923: Qualitative Research Methods in Communication Studies** **PS**
Theoretical and practical considerations of current methods of qualitative research in the discipline – e.g., ethnography; may be taken for a maximum of 6 hours when topics vary
- CMST 7940: Performance Theories and Methods** **PS**
Survey of theories and methods of 20th and 21st century performance practices in western cultures
- CMST 7941: Studies in the History of Performance** **PS**
Historical development of select Western performance practices outside the institution of theatre; methods of historical research in performances studies

- CMST 7943: Performance and Culture** **PS**
Theories and research exploring the relations between performance and culture central to the field of performance studies; emphasis on two main trajectories: performance as a subject of cultural inquiry and performance as a method of cultural invention
- CMST 7944: Performance and Media** **PS**
Critical, historical, and/or creative research in topics related to media in performance in contexts such as media theatre, film, video, television, internet, and virtual reality; may be taken for a maximum of 6 hours when topics vary
- CMST 7945: Contemporary Theories and Research in Performance Studies** **PS**
Diverse topics, such as problems in performance theory and criticism; autoperformance; technologies; new media; identity politics; memory; may be taken for a maximum of 9 hours when topics vary
- CMST 7946: Theory and Performance of Narrative Discourse** **PS**
Narrative theory in literature and performance; rhetoric of narrative discourse
- CMST 7961: Evolution of Rhetorical Theory, Classical Period** **RH**
- CMST 7962: Rhetorical Criticism** **RH**
Types of speech criticism, criteria, and measures of effectiveness of public address
- CMST 7966: Problems in Rhetorical Theory, Criticism and History** **RH**
Selected problem that goes beyond present advanced course offerings in public address; may be taken for a maximum of 12 hours when content varies
- CMST 7967: Development of Contemporary Rhetorical Theory** **RH**
Pivotal questions in contemporary theory from I. A. Richards through postmodernism; future of rhetorical theory and its relationship to the humanities
- CMST 7968: Rhetoric and Public Culture** **RH**
Scope and function of rhetoric in formation and dissolution of publics and public opinion; the reciprocal influence of rhetoric and culture
- CMST 7969: Visual Culture** **RH**
Intellectual genealogies, theories of the visual, and problems in a visual culture; may be taken for a maximum of 6 hours when content varies
- CMST 7976: Rhetoric and Aesthetics** **RH**
The relationship between form and function in rhetorical discourse; the constitutive nature of aesthetics in language and the arts
- CMST 7999: Independent Research in Communication Studies** **ALL**
For advanced graduate students to pursue research on special topic
- CMST 8000: Thesis Research** **ALL**
For MA students who have finished their course work and are writing their thesis and/or studying for their final comprehensive exam
- CMST 9000: Dissertation Research** **ALL**
For PhD students who have finished their course work and prospectus and/or their final general exam

**ADDENDUM C:
CHECK LISTS**

**FALL SEMESTER CHECK LIST
SPRING SEMESTER CHECK LIST
MA COURSE REQUIREMENT CHECK LIST
MA THESIS CHECK LIST
MA NON-THESIS CHECK LIST
PHD COURSE REQUIREMENT CHECK LIST
PHD EXAM & DISSERTATION CHECK LIST**

FALL SEMESTER CHECK LIST

AT THE BEGINNING OF THE SEMESTER

- Register for courses, if you haven't already
- Attend CMST Orientation
- Complete & submit all required CMST forms to the CMST Administrative Specialist
- Check & attend to deadlines on the Graduate School calendar that pertain to you
- 3rd & 4th year doctoral students: as you choose, submit your "by application" course proposal(s)
- Meet with your main advisor/major professor
 - Discuss courses you need to or might take
 - Update your CMST Course Requirement Check List
 - Assemble or retain your Advisory & Review Committee (ARC)
 - If you are taking CMST 8000 or 9000 hours, draw up an agreement with your advisor stating what you plan to accomplish during the semester
- If you are teaching or assisting classes:
 - Attend training sessions & as applicable select course sections you will teach
 - Turn in your syllabus to the CMST Administrative Specialist

OVER THE COURSE OF THE SEMESTER

- Register for courses for the upcoming semester
- Complete & submit on time department & Graduate School forms that pertain to you
- Submit midterm & final grades on time
- Turn in students' midterm & final exams, exam keys, & 2 blank exams to CMST main office
- Attend CMST Colloquia & HBB events regularly

SPRING SEMESTER CHECK LIST

AT THE BEGINNING OF THE SEMESTER

- Register for courses, if you haven't already
- Within the first few weeks, submit to your advisor your annual self-evaluation form & CV
As pertinent, include your agreement(s) concerning CMST 8000 or 9000 research hours
- Check & attend to deadlines on the Graduate School Calendar that pertain to you
- 3rd & 4th year doctoral students: as you choose, submit your "by application" course proposal(s)
- Meet with your main advisor/major professor
Discuss courses you need to or might take

Update your CMST Course Requirement Check List

Assemble or retain your Advisory & Review Committee (ARC)

If you are taking CMST 8000 or 9000 hours, draw up an agreement with your advisor stating what you plan to accomplish during the semester
- If you are teaching or assisting classes:
Attend training sessions & as applicable select course sections you will teach

Turn in your syllabus to the CMST Administrative Specialist

OVER THE COURSE OF THE SEMESTER

- Register for courses for the upcoming semester
- Complete and submit on time department & Graduate School forms that pertain to you
- Submit midterm & final grades on time
- Turn in students' midterm & final exams, exam keys, & 2 blank exams to CMST main office
- Attend CMST Colloquia & HBB events regularly; attend the Gray Lecture
- Participate in Rally (except those who serve on the HBB Advisory Board)
- If your assistantship is renewed or you are awarded an assistantship, turn in a completed contract to the CMST Administrative Specialist ASAP or no later than April 15

MA COURSE REQUIREMENT CHECK LIST

NAME: _____ LSU ID# _____

<u>COURSES</u>	<u>Hours</u>	<u>Course</u>	<u>Semester</u>
CMST CORE			
CMST 7900: Introduction to Graduate Study	3	_____	_____
A 7000 level seminar in Interpersonal Communication	3	_____	_____
A 7000 level seminar in Performance Studies	3	_____	_____
A 7000 level seminar in Rhetoric	3	_____	_____
If on an assistantship: CMST 7901: Pedagogy	(1)	_____	_____
ADDITIONAL COURSES			
2 more CMST courses at 7000 level	3	_____	_____
	3	_____	_____
2 more CMST courses at 4- or 7000 level	3	_____	_____
	3	_____	_____
NON THESIS OPTION:			
4 more courses at 4- or 7000 level, in or out of CMST	3	_____	_____
	3	_____	_____
	3	_____	_____
	3	_____	_____
OR			
THESIS OPTION:			
2 more courses at the 4- or 7000 level, in or out of CMST	3	_____	_____
	3	_____	_____
6 credits of CMST 8000: Thesis Research	6	_____	_____
TOTAL HOURS OF COURSEWORK (minimum)	36 (37)	_____	_____

Note: An MA student may take 2 (3 credit) Independent Studies in CMST.
An MA student may take 9 credits of CMST 4200: Practicum in CMST.

Main Advisor _____ (signature & date)

Department Chair _____ (signature & date)

MA THESIS CHECK LIST

- Assemble your MA Committee, which then becomes your ARC
- Write a thesis prospectus & pass it by your committee
- With your major professor, select a date for the oral exam

Allow 3 weeks for your committee to read the thesis prior to the oral exam

- Contact your committee & confirm dates
- Submit two forms to the department chair

Request for Master's Examination
on which you request the day & time of the oral exam, not the written exams

MA Course Requirement Check List

Make two copies of the forms. Keep one for yourself and give one to the administrative coordinator in the department.

- Submit the signed Request for the MA Exam to the Graduate School at least 3 weeks prior to the date requested for the oral exam
- Reserve a room for the oral exam
- Attend & pass your oral exam
- Your major professor should make and provide you with copies of the signed forms; and she or he should submit the forms to the Graduate School
- Make any necessary revisions to your thesis
- Submit an electronic copy of the thesis to the Graduate School

Remember: For every semester you take CMST 8000 hours, you must draw up an agreement with your major professor stating what you plan to accomplish during the semester

MA NON-THESIS CHECK LIST

- Assemble your MA Committee, which then becomes your ARC
- The department will assemble the MA non-thesis exam committee each semester
- With your major professor, determine questions for your areas of expertise
- Submit two forms to the department chair

Request for Master's Examination
on which you request the day & time of the oral exam, not the written exams

MA Course Requirement Check List

Make two copies of the forms. Keep one for yourself and give one to the administrative coordinator in the department.

- Submit the signed Request for the MA Exam to the Graduate School at least 3 weeks prior to the date requested for the oral exam
- The department will schedule writing times and locations and coordinate times for the oral exam
- Attend & pass your oral exam
- Make any necessary revisions to your answers
- Your major professor should make and provide you with copies of the signed forms; and she or he should submit the forms to the Graduate School

PHD COURSE REQUIREMENT CHECK LIST

NAME: _____ LSU ID# _____

<u>COURSES</u>	<u>Hours</u>	<u>Course</u>	<u>Semester</u>
MA COURSE CREDITS , exclusive of thesis hours	30		
CMST CORE			
CMST 7900: Introduction to Graduate Study	3	_____	_____
A 7000 level seminar in Interpersonal Communication	3	_____	_____
A 7000 level seminar in Performance Studies	3	_____	_____
A 7000 level seminar in Rhetoric	3	_____	_____
If on an assistantship: CMST 7901: Pedagogy	(1)	_____	_____
ADDITIONAL COURSES			
2 more CMST courses in emphasis at 7000 level	3	_____	_____
	3	_____	_____
3 more CMST courses in emphasis at 4- or 7000 level	3	_____	_____
	3	_____	_____
	3	_____	_____
1 more CMST course in secondary area	3	_____	_____
3 courses outside CMST	3	_____	_____
	3	_____	_____
	3	_____	_____
1 more course inside or outside the department at 7000 level	3	_____	_____
CMST 9000: Dissertation Research	[9]	_____	_____
TOTAL HOURS OF COURSEWORK			
(minimum & not counting CMST 9000 hours)	72 (73)	_____	_____

Note: A PhD student may take two (3 credit) Independent Studies in CMST.

Main Advisor _____ (signature & date)

Department Chair _____ (signature & date)

PHD FAST-TRACK COURSE REQUIREMENT CHECK LIST

NAME: _____ LSU ID# _____

<u>COURSES</u>	<u>Hours</u>	<u>Course</u>	<u>Semester</u>
MA COURSES			
36-37 credits maximum, which may include independent study & practicum hours	36		
DOCTORAL COURSES			
36-37 credits minimum exclusive of diss. research hours			
If on an assistantship and not taken previously:			
CMST 7901: Pedagogy	(1)	_____	_____
ADDITIONAL COURSES			
2 more CMST courses in emphasis at 7000 level	3	_____	_____
	3	_____	_____
3 more CMST courses in emphasis at 4- or 7000 level	3	_____	_____
	3	_____	_____
	3	_____	_____
1 more CMST course in secondary area	3	_____	_____
3 courses (minimum) outside CMST	3	_____	_____
	3	_____	_____
	3	_____	_____
3 courses inside or outside CMST, at least 2 at 7000 level	3	_____	_____
CMST 9000: Dissertation Research	[9]	_____	_____

Note: A PhD student may take two (3 credit) Independent Studies in CMST.

TOTAL DOCTORAL HOURS	(39 minimum)		
TOTAL MA HOURS	(36 minimum)		
TOTAL HOURS OF COURSEWORK			
(minimum & not counting CMST 9000 hours)	75	_____	_____

Main Advisor _____ (signature & date)

Department Chair _____ (signature & date)

PHD EXAM & DISSERTATION CHECK LIST

- Assemble your PhD Committee, which then becomes your ARC
- Your option: write a dissertation prospectus before or after taking your exams
- With your major professor, select dates for the written & oral exams

Allow 2-3 weeks for your committee to read the written exams before the oral exam
Should a prospectus be involved, allow a full 3 weeks

- Contact your committee & confirm dates
- Submit 2-3 forms to the department chair

Request for Doctoral Degree Audit & Request for Final Exam
on which you request the day & time of the oral exam, not the written exams

Completed CMST PHD Course Requirement Check List or CMST PHD Fast-Track
Course Requirement Checklist (as applicable)

Make two copies of the forms. Keep one for yourself and give one to the administrative coordinator in the department.

- Submit the (signed) Request for Doctoral General Exam & the completed CMST PHD Course Requirement Check List or CMST PHD Fast-Track Course Requirement Checklist (as applicable) forms to the Graduate School at least 3 weeks prior to the date requested for the oral exam
- Reserve rooms for the written & oral exams
- On the days you are scheduled to write your exams, get the questions from the Administrative Specialist; when you are done, save your answers on a thumb drive & give it to the Administrative Specialist

DO NOT PRINT, COPY, OR DISTRIBUTE YOUR EXAMS YOURSELF

- Attend & pass your oral exam
- Your major professor should make and provide you with copies of the signed forms; and She or he should submit the forms to the Graduate School
- If you haven't written your prospectus, write it.

Distribute the prospectus to your committee, including the Dean's Representative

Decide on a date to meet to discuss the prospectus

Reserve a room for the meeting

If the prospectus is passed, make copies of the signed prospectus report form

Keep a copy for yourself; give the original to your major professor

- Write your dissertation
- With your major professor, select possible dates for the final exam
- Contact your committee & decide on a date
- Submit a Request for Doctoral Final Exam to the Graduate School at least 3 weeks before the final exam date
- Distribute a hard copy of your dissertation to your committee at least 3 weeks before the final exam date
- Attend & pass your final exam
- Celebrate
- Make any necessary revisions to your dissertation
- Submit an electronic copy of the dissertation to the Graduate School

Remember: For every semester you take CMST 9000 hours, you must draw up an agreement with your major professor stating what you plan to accomplish during the semester

**ADDENDUM D:
SAMPLE CMST FORMS**

**ANNUAL EVALUATION FOR GRADUATE STUDENTS
APPLICATION FOR TEACHING SELECT CMST COURSES
THESIS APPROVAL FORM
PROSPECTUS APPROVAL FORM
INDEPENDENT STUDY FORM**

Department of Communication Studies
ANNUAL EVALUATION FOR GRADUATE STUDENTS

INSTRUCTIONS

This form is to be completed, reviewed, and signed by the student and his or her ARC.

PART ONE is to be completed and signed by the student who should submit it to his or her main advisor no later than the last Friday in January. A current CV and any CMST 8000 or 9000 research agreements (made with the advisor) should accompany the form.

PART TWO is to be completed by the main advisor who then forwards it to the other member of the student's ARC. S/he may add any comments s/he would like, sign and return it to the advisor who shares it with the student, asking for his or her signature on Part Two. If any committee member deems any area of the student's work unsatisfactory, that member may call a meeting of the ARC to discuss the student's progress. Otherwise signatures of the committee members indicate their agreement with the evaluation. The advisor must submit the form to the CMST Director of Graduate Studies no later than the first Friday in February.

Failure to submit the form on time will result in the revocation of the student's assistantship.

PART ONE

Student's name:

Area(s) of concentration:

Degree sought:

Semester you entered the program:

Current funding – e.g., assistantship, fellowship, self-employed, other:

Would you like to be considered for an assistantship for next year?

Name of your main advisor:

Name of the other CMST faculty member on your ARC:

What progress have you made towards the completion of your degree?

Please list any courses you have taken and the grades earned; any MA or PHD exams you have taken and the results; any work you have completed (submitted, defended) on your thesis or dissertation.

If you registered for CMST 8000 or 9000 Research hours, attach and address the written agreements you made with your advisor.

What other professional development or service work beyond that directly related to the completion of your degree did you complete – e.g., conference papers and presentations, articles submitted or

published, public performances, grant proposals submitted or funded, committee work, departmental activities, community service?

If you are a graduate teaching assistant, please describe your duties and provide the name of your course supervisor.

Was there anything that happened during the year that affected your progress toward your degree, your professional development, or your teaching that you feel the evaluation committee should know about?

Your signature:

Date:

Please attach a current CV to this form and any CMST 8000 or 9000 research agreements and turn it in to your advisor no later than the last Friday in January.

PART TWO (to be completed by the main advisor)

Has the student made satisfactory progress toward the completion of his or her degree? Please elaborate. If improvement is suggested, what could the student do in the coming year to make better progress?

Were the student's professional activities or service satisfactory? If improvement is recommended, what could the student do in the coming year to enhance his or her professional development or better meet service expectations?

If the student was a Graduate Teaching Assistant, was his or her performance of the required duties satisfactory? (As necessary, please consult with the student's course supervisor.) If improvement is suggested in this area, what could the student do in the coming year?

Please evaluate the student's overall progress. If the student is currently funded, does she or he warrant continued funding? If the student is not currently funded, should she or he be awarded funding?

Signature of Advisor/Major Professor:

Date:

Signature of Committee Member:

Date:

Signature of Student:

Date:

**Please turn in the completed form to the Director of Graduate Studies by the first Friday in February.
Department of Communication Studies – Louisiana State University**

APPLICATION FOR TEACHING SELECT CMST COURSES

DUE TO

BY

COURSES YOU CAN PROPOSE TO TEACH

CMST 2012: Introduction to Film
 CMST 3013: Topics in Film Genres
 CMST 3041: Performance in Everyday Life
 CMST 3113: Conversation
 CMST 3115: Communication and Gender
 CMST 3167: Rhetoric and Civilization
 CMST 3300: Rhetorical Criticism

CMST 3012: History of Film
 CMST 3040: Performance Composition
 CMST 3060: Advanced Public Speaking
 CMST 3114: Communication Research
 CMST 3118: Intercultural Communication
 CMST 3210: Computer Mediated Comm.

Your name:

Number and title of course:

As pertinent to the course, do you want to propose to teach it two semesters in a row?

Area(s) of emphasis in CMST:

Have you taken general (doctoral) exams?

Have you written an approved prospectus?

List the courses you have taught at LSU and, as pertinent, in university programs elsewhere. For each course, indicate if you were an assistant or the Instructor of Record.

Please include four documents with this form: (1) a brief explanation regarding why you feel you are prepared to teach the course – e.g., prior teaching, coursework, print or other scholarship; (2) a two page syllabus that indicates course aims, required texts, an outline of assignments, and a basis for grading; (3) summary pages from LSU Student Teaching Evaluations for spring & fall 2009; and (4) your CV.

FOR CMST GRADUATE STUDENTS ONLY

Your current advisor:

Number of graduate hours completed at LSU by the end of the semester:

Current GPA:

Master's Committee

Thesis Approval

Thesis Title:

Name:

Remarks:

Approve	Disapprove	Committee Signatures	Date
		(Chair)	

Doctoral Committee

Prospectus Approval

Dissertation Title:

Name:

Remarks:

Approve	Disapprove	Committee Signatures	Date
		(Chair)	

