

SOUTHERN ILLINOIS UNIVERSITY  
**EDWARDSVILLE**

A DESCRIPTION OF THE SPC  
GRADUATE PROGRAM AND  
PROCEDURES

DEPARTMENT OF SPEECH COMMUNICATION  
3108 ALUMNI HALL | BOX 1772  
EDWARDSVILLE, IL 62026

*Last updated: 7/1/2011 by J. DeGroot*

# Table of Contents

<b>Section 1: About the Program.....</b>	<b>1</b>
<b>Program Requirements.....</b>	<b>1</b>
Health Communication .....	2
Interpersonal Communication .....	2
Organizational Communication .....	2
Thesis Plan .....	2
Non-thesis Plan.....	2
<b>Preparing the Proposed Program of Study.....</b>	<b>3</b>
Requirements.....	3
Selecting Courses.....	3
Approving the Program of Study.....	3
<b>Exit Options.....</b>	<b>4</b>
<b>Program Structure Table .....</b>	<b>5</b>
<b>Speech Communication Graduate Courses .....</b>	<b>6</b>
<b>SPC Graduate Faculty.....</b>	<b>8</b>
<b>Section 2: How to Apply .....</b>	<b>9</b>
<b>Admission Requirements .....</b>	<b>9</b>
<b>Application Process.....</b>	<b>9</b>
Deadlines.....	10
<b>Graduate Assistantships.....</b>	<b>10</b>
Teaching Assistantship Duties.....	11
Teaching Assistant Requirements.....	11
Applying for a Teaching Assistantship .....	11
<b>Section 3: The Thesis Exit Option .....</b>	<b>13</b>
<b>Overall Thesis Process.....</b>	<b>13</b>
Thesis Proposal.....	13
Thesis Defense .....	14
<b>The Thesis Chair.....</b>	<b>14</b>
<b>The Thesis Committee .....</b>	<b>15</b>
<b>Thesis Preparation Guide .....</b>	<b>15</b>
Exit Options Defined.....	16
Approximate Timeline for Full-Time Students .....	16
Steps to Complete before Writing a Thesis .....	17
Executing the Thesis .....	21
Writing the Thesis and Working with the Committee .....	21
Special Considerations for the Thesis .....	23
Extending Thesis Work .....	23
Defending the Thesis.....	23
Potential Oral Defense Outcomes .....	24
Final Review and Duplication .....	25
Meeting Deadlines .....	27
Potential Intellectual Property Rights Criteria.....	27
<b>Section 4: Comprehensive Examination Exit Option.....</b>	<b>29</b>
<b>The Comprehensive Exam Committee.....</b>	<b>29</b>
<b>Exam Content .....</b>	<b>30</b>

---

<b>Process of Taking the Comprehensive Examination.....</b>	<b>30</b>
Procedures Prior to the Comprehensive Exam .....	30
Preparing for the Comprehensive Exam .....	30
Taking the Comprehensive Exam.....	31
<b>Comprehensive Examination Evaluations .....</b>	<b>31</b>
Rewrites.....	31
<b>The Oral Defense .....</b>	<b>32</b>
Re-Defenses .....	32
<b>Potential Exam Outcomes .....</b>	<b>33</b>
<b>Academic Integrity .....</b>	<b>33</b>
<b>Evaluation Rubric .....</b>	<b>37</b>
<b>Section 5: Life as a Graduate Student .....</b>	<b>39</b>
<b>Important Phone Numbers .....</b>	<b>39</b>
<b>COMMraderie .....</b>	<b>39</b>
<b>SPCGrads Listserv .....</b>	<b>39</b>
<b>Registering for Classes .....</b>	<b>39</b>
<b>Deadlines.....</b>	<b>39</b>
<b>Conference Papers .....</b>	<b>40</b>
<b>Applying for Ph.D. Programs.....</b>	<b>40</b>
Statement of Purpose/Letter of Intent .....	40
Letters of Recommendation .....	40
Transcripts .....	41
Other Materials .....	41
<b>Appendix: Forms.....</b>	<b>42</b>
<b>Proposed Program of Study</b>	
<b>Reference Form For Use By Current SIUE Students</b>	
<b>Graduate Teaching Assistant Application</b>	
<b>Returning Teaching Assistant Application</b>	
<b>Teaching Assistantship Recommendation Form</b>	
<b>Recommendation Permission Form</b>	
<b>Additional Forms Online</b>	

---

## Section 1: About the Program

The Department of Speech Communication offers a program leading to the degree, Master of Arts, in speech communication. Emphases within the program include health communication, interpersonal communication, and organizational communication.

The goals of the Speech Communication graduate program are to deepen students' understanding of communication theory and to prepare them to analyze, generate, and apply communication research. Students are encouraged to clarify and focus their professional goals and are then assisted in selecting courses in theoretical and applied communication areas that will complement those goals.

Graduates in this discipline often enter careers in applied communication and education (at the community college level). Some graduates have chosen to pursue Ph.D. degrees in communication. In addition, opportunities for speech communication graduates in business, public health, industry, and other non-teaching professions are expanding. Mastery of communication theory, research methods, and application strategies is particularly relevant for those seeking careers in fields such as management, training and development, sales, advertising, public relations, community relations, public health, intra-and inter-organizational communication, consulting, government service, fund raising, and human resources.

For persons seeking graduate assistantships, application forms (including directions for submitting two letters of recommendation) are available through the department office. Completed assistantship applications and supporting materials usually must be submitted early in the spring semester preceding the academic year for which the appointment is desired. Please contact the Department of Speech Communication for specific information about assistantship application forms, deadlines, and selection criteria.

### Program Requirements

Students must complete at least 33 semester hours for this degree. A foreign language is not required. With approval of the student's advisory committee, up to 9 hours of 400-level and 500-level graduate course work from outside the speech communication curriculum may be applied toward the minimum of 33 hours. In general, our students will most likely take courses from the following departments: Curriculum and Instruction, Educational Leadership, Geography, Management and Marketing, Mass Communication, Psychology, Public Administration and Policy Analysis, and Sociology and Criminal Justice. Students with no background in communication at the undergraduate level can take no more than two courses from outside the speech communication curriculum.

All students admitted to the program are required to enroll in the program core, which consists of two courses (6 hours total): SPC 500 (Seminar in Communication Theory) and SPC 501 (Communication Research Methods and Tools). **The core courses must be completed with a minimum grade of "B" the first time that they are offered after the student is admitted.** Students who fail to meet this stipulation will be restricted from enrolling in any other 500-level courses until the program core requirement is met.

Students are also required to declare an area of emphasis and complete three courses in their respective area of emphasis. These courses include:

**Health Communication**

- SPC 570 Survey of Health Communication Theory and Research
- SPC 571 Seminar in Provider/Caregiver-Patient Communication
- SPC 572 Seminar in Health Communication Campaigns.

**Interpersonal Communication**

- SPC 464 Family Communication
- SPC 511 Seminar in Intercultural Communication
- SPC 520 Seminar in Interpersonal Communication.

**Organizational Communication**

- SPC 540 Survey of Organizational Communication Research
- SPC 541 Seminar in Organizational Culture
- SPC 542 Communication Consulting.

Additionally, the Program Structure Table indicates the courses required by each area of specialization.

Responsibility for the development of the remainder of the student's program of study rests with the student and student's advisory committee. The Department of Speech Communication offers a variety of courses designed to complement the students' academic and professional interests.

Students may choose either a thesis or a non-thesis plan of study. These plans are comparable, since all 500-level courses in the department will require students to conduct individual or group research projects. Those research projects will directly provide the students (regardless of the study plan that they have chosen) with the tools and methods used by researchers within the given content area of each course.

**Thesis Plan**

Students who select the thesis plan must declare their intentions by the time they have completed 18 semester hours of graduate work. They will complete a minimum total of 27 hours of course work. They will confirm their ability to conduct research in speech communication by submitting a thesis for six semester hours of credit in SPC 599.

**Non-thesis Plan**

Students who select the non-thesis plan will complete a minimum total of 33 hours of course work. They will confirm their ability to conduct research in speech communication through the research projects and papers that they complete during their course work.

More information about the thesis and comprehensive examination options can be found in Sections 3 and 4.

## Preparing the Proposed Program of Study

Students must submit a completed Program of Study form, signed by all committee members, to the Graduate Program Director at the beginning of their third semester. This form is found in the Appendix.

### Requirements

1. Students must be thoroughly familiar with the requirements of the Master or Arts (both in general and in the Department of Speech Communication) that are detailed in the Graduate Catalog.
2. Students must carefully follow all Program of Study requirements.
3. Students can request permission from their graduate assessment committee to take as many as **nine** semester hours of graduate level courses outside of the Department of Speech Communication and apply them to their M.A. program. However, the advisory committee is not obligated to accept any hours from outside the Department of Speech Communication taken prior to selecting the committee and seeking their approval of the program of study.
4. The Program of Study is not valid unless signed by all members of the graduate assessment committee.

### Selecting Courses

Look through the course descriptions in the Graduate Catalog; talk with the Graduate Program Director and other faculty members, seek out the advice and opinions of other graduate students, and then pencil in course numbers and titles on the Program of Study form. The form provides space for 12 courses, which is probably more than is needed. If the student wants to take more courses, then please request an additional form (or create your own “addendum” by attaching additional sheets).

Students can check when courses are already scheduled by looking in the current Class Schedule on the SIUE web site, and find out when future courses will likely be offered by looking at the [course rotation for the Speech Communication Graduate Courses](#), or by asking the Graduate Program Director. The department tries to stick to the posted rotation. However, plans can sometimes change because faculty members are absent for sabbatical leaves, because opportunities arise for special programming, and because of unanticipated shifts in university priorities and funding. Leave the “semester” information blank and fill out the rest if it is unclear as to when a course will be offered.

### Approving the Program of Study

Students need to have an approved program of study on file, signed by three graduate faculty members who accept the student’s invitation to serve on his or her graduate assessment committee, before the student can register for any courses beyond those in which he or she is currently enrolled (or which the Graduate Program Director, or the temporary advisor, has helped the student select for the first and second semesters). This means that students will need

to take the initiative and schedule time to talk (in person or by telephone) with our graduate faculty members. They will welcome the opportunity to get to know students and to chat with them about their academic and professional goals. When the student visits with a faculty member, he or she must be prepared to leave a copy of the draft of the “Proposed Program of Study” with the faculty member. A list of current graduate faculty is included at the end of this section.

One of the graduate assessment committee members needs to be designated as Chair of the Committee and the student’s primary advisor. The student must be prepared to explain his or her proposed program of study and to negotiate about changes that are necessary to it. When that meeting is finished and the committee has given its approval to the final version of the Proposed Program of Study, the student gives the signed original and one copy to the department’s Graduate Program Director. The student should also keep a copy for him or herself. Remember: *Any changes in the program must be approved in advance by the advisory committee.*

## **Exit Options**

For students following the thesis plan, the examination is oral and focuses primarily on a defense of the thesis but may also cover the planned program.

The comprehensive examination is administered during each student’s final term of course work. For a student electing the non-thesis plan, the examination, which comprises both written and oral elements, includes both the required core courses and the individually planned program. The written examination is composed of two sections. One section focuses on speech communication theory and research methodology. The second section focuses on the individual program of study. The student must respond successfully to two items from this section. These items are prepared by the individual’s advisory committee. The oral component then provides a supplemental assessment of the student’s performance on the written portion of the examination. More information about the comprehensive examination can be found in Section 4.

## Program Structure Table

Structure/Area of Emphasis	Health Communication	Interpersonal Communication	Organizational Communication
<p><b>Theory and Area of Specialization</b> (15 hours)</p> <p><i>Note: 400-level courses taken to fulfill the undergraduate degree requirements will not count toward graduate credits.</i></p>	<p>1) SPC 500 Seminar in Communication Theory*</p> <p>2) SPC 570 Survey of Health Communication Theory and Research*</p> <p>3) SPC 571 Seminar in Provider/Caregiver-Patient Communication*</p> <p>4) SPC 572 Seminar in Health Communication Campaigns*</p> <p>5) SPC 464 Family Communication OR SPC 511 Seminar in Intercultural Communication Theory OR SPC 430 Persuasion and Social Influence OR an approved graduate level course.</p>	<p>1) SPC 500 Seminar in Communication Theory*</p> <p>2) SPC 520 Seminar in Interpersonal Communication*</p> <p>3) SPC 464 Family Communication*</p> <p>4) SPC 511 Seminar in Intercultural Communication*</p> <p>5) SPC 423 Topics in Interpersonal Communication OR SPC 433 Language and Speech Communication OR an approved graduate level course.</p>	<p>1) SPC 500 Seminar in Communication Theory*</p> <p>2) SPC 540 Survey of Organizational Communication Research*</p> <p>3) SPC 541 Seminar in Organizational Culture*</p> <p>4) SPC 542 Communication Consulting*</p> <p>5) SPC 403 Organizational Communication Theory and Application OR SPC 510 Seminar in Group Communication OR SPC 550 Seminar in Public Relations OR SPC 511 Seminar in Intercultural Communication OR an approved graduate level course.</p>
<p><b>Methods and Statistics</b> (3-6 hours)</p> <p><i>Note: Students taking the thesis route will be required to take an extra methods or statistics course.</i></p>	<p>1) SPC 501 Communication Research Methods and Tools*</p> <p>2) An approved graduate level Statistics course OR an approved graduate level qualitative methods course.</p>	<p>1) SPC 501 Communication Research Methods and Tools*</p> <p>2) An approved graduate level Statistics course OR an approved graduate level qualitative methods course.</p>	<p>1) SPC 501 Communication Research Methods and Tools*</p> <p>2) An approved graduate level Statistics course OR an approved graduate level qualitative methods course.</p>
<p><b>Electives</b> (12-15 hours)</p>	<p>Approved electives from the Department of Speech Communication (SPC) or outside of SPC.</p>	<p>Approved electives from the Department of Speech Communication (SPC) or outside of SPC.</p>	<p>Approved electives from the Department of Speech Communication (SPC) or outside of SPC.</p>

### Notes:

- 1) Courses with an \* are required courses.
- 2) Students taking the thesis route will be REQUIRED to take an extra methods or statistics course => 15 + 6 + 12 = 33 hours.
- 3) Thesis hours (SPC 599 – 1-6 hours) will be counted as elective hours.
- 4) Students taking the comprehensive exam route => 15 + 3 + 15 = 33 hours.
- 5) Students taking the comprehensive exam route CAN take an extra methods or statistics course as well => 15 + 6 + 12 = 33 hours.
- 6) A program of study must be approved by the student's program committee.

## Speech Communication Graduate Courses

Course Number	Course Name	Credit Hours	Semester Offered/Notes (Summer courses offerings are not guaranteed)
403	Organizational Comm. Theory and Applications	3	Fall [Students who took this course as an undergraduate at SIUE are not eligible to take this course ]
410	Rhetorical Theory and Criticism	3	Not usually offered [Students who took this course as an undergraduate at SIUE are not eligible to take this course ]
411	Analysis of Political Communication	3	Not usually offered [Students who took this course as an undergraduate at SIUE are not eligible to take this course ]
413	Case Studies in Public Relations	3	Fall; Summer [Students who took this course as an undergraduate at SIUE are not eligible to take this course ]
419	Special Topics in Speech Communication	3	Not offered on a regular basis Topics differ based on instructor Can be taken more than once if the topics vary [Some 423 courses are not available to graduate students]
423	Topics in Interpersonal Communication	3	Not offered on a regular basis Topics differ based on instructor Can be taken more than once if the topics vary [Some 423 courses are not available to graduate students]
430	Persuasion and Social Influence	3	Fall; Spring [Students who took this course as an undergraduate at SIUE are not eligible to take this course ]
433	Language and Speech Communication	3	Fall [Students who took this course as an undergraduate at SIUE are not eligible to take this course ]
434	Nonverbal Communication	3	Spring [Students who took this course as an undergraduate at SIUE are not eligible to take this course ]
464	Family Communication	3	Spring [Students who took this course as an undergraduate at SIUE are not eligible to take this course ]
500	Seminar in Communication Theory	3	Fall Must be taken upon first offering
501	Communication Research Methods and Tools	3	Spring Must be taken upon first offering AFTER taking SPC 500

509	Special Topics in Communication Theory and Research	3	Not offered on a regular basis Topics differ based on instructor Can be taken more than once if the topics vary
510	Seminar in Group Communication	3	Typically every other Spring
511	Seminar in Intercultural Communication	3	Typically every other Fall
520	Seminar in Interpersonal Communication	3	Spring
540	Survey in Organizational Communication Research	3	Fall
541	Seminar in Organizational Culture	3	Every other Spring Alternates with 542
542	Communication Consulting	3	Every other Spring Alternates with 541
550	Seminar in Public Relations	3	Fall Not offered on a regular basis
560	Seminar in Speech Education	3	Fall All TAs must take this course
570	Survey of Health Communication Theory and Research	3	Fall
571	Seminar Provider/Caregiver-Patient Communication	3	Every other Spring Alternates with 572
572	Seminar in Health Communication Campaigns	3	Every other Spring Alternates with 571
590	Ind. Research in Speech Communication	1-9	Independent Study Fall, Spring, Summer
591	Internship in Applied Speech Communication	3	Independent Study Fall, Spring, Summer
599	Thesis	1-6	Fall, Spring, Summer

## **SPC Graduate Faculty**

Alicia Alexander, PhD  
Associate Professor (Interpersonal Communication)

Isaac Blankson, PhD  
Associate Professor (Public Relations)  
Department Chair

Joanne Cattafesta, PhD  
Assistant Professor (Organizational Communication)

Wai Hsien Cheah, PhD  
Assistant Professor (Health Communication)

Jocelyn DeGroot (Brown), PhD  
Assistant Professor (Communication Generalist/Interpersonal)  
Graduate Program Director

Min Liu, PhD  
Assistant Professor (Health Communication)  
Basic Course Director

Sorin Nastasia, PhD  
Assistant Professor (Public Relations)

Sarah VanSlette, PhD  
Assistant Professor (Public Relations)

Duff Wrobbel, PhD  
Associate Professor (Communication Generalist)

Sonia Zamanou-Erickson, PhD  
Associate Professor (Organizational Communication)

## Section 2: How to Apply

### Admission Requirements

In addition to graduate school admission requirements (Found at [http://www.siu.edu/graduatestudents/apply/instructions\\_us.shtml](http://www.siu.edu/graduatestudents/apply/instructions_us.shtml)), the following department-specific requirements apply:

1. Applicants must have an undergraduate grade point average of at least 2.75.
2. Applicants must submit a typed statement (of at least 500 words) about the academic and professional goals they plan to attain through their work in the graduate program.
3. Applicants must have two letters of recommendation submitted on their behalf.
4. Applicants who do not have an undergraduate major in speech communication will be required, if admitted to the program, to demonstrate a knowledge of basic communication theory and research methods before enrolling in any 500-level classes.\*

\*This demonstration of proficiency may be accomplished by completing, with a grade of “B” or better, either SPC 329 (Communication Research) and SPC 330 (Theories of Communication) or proficiency examinations based upon the content of those two undergraduate courses. The option to take the proficiency test is at the discretion of the Graduate Program Director and is based on the applicant’s prior coursework and GPA. Please contact the Department of Speech Communication for information about the proficiency examination availability and procedures.

### Application Process

*For Fall 2011 and Spring 2012:*

Applying to the SPC MA program is a two-part process:

1. Graduate School Materials
  - a. Complete online forms for the graduate school <http://www.siu.edu/graduatestudents/apply/index.shtml>. Be sure to indicate your area of concentration (Health Communication, Interpersonal Communication, or Organizational Communication).
2. Department of Speech Communication Materials
  - a. Obtain *two letters of recommendation* that discuss the applicant’s potential for graduate-level academic work, leadership and interpersonal skills. These should be sent *directly* to the Graduate Program Director at the address below.
  - b. Develop a *letter of intent*: a typed statement (of at least 500 words) regarding the academic and professional goals to be attained through work in the SPC graduate program.

The letters of recommendation and letter of intent should be sent to:

Graduate Program Director  
Department of Speech Communication; Box 1772  
Southern Illinois University Edwardsville  
Edwardsville, IL 62026

*Note.* If the applicant's references are from SIUE, the applicant needs to sign the Permission Form for Reference Letters. This form is available in the Appendix, at the department website, or in the department office. Additionally, if the student is a current student or recent graduate of SIUE, he or she can opt to have SIUE professors fill out the Reference Form For Use By Current SIUE Students in lieu of the 2 letters of recommendation. This form can only be used by current students or recent graduates of SIUE, and they can only be completed by SIUE professors.

*For Summer 2012 and beyond:*

All application materials should be sent to the Graduate School:

1. Complete online forms for the graduate school  
<http://www.siue.edu/graduatestudents/apply/index.shtml>
2. Obtain *two letters of recommendation* (or two Reference Form For Use By Current SIUE Students, based on eligibility as discussed above) that discuss the applicant's potential for graduate-level academic work, leadership and interpersonal skills.
3. Develop a *letter of intent*: a typed statement (of at least 500 words) regarding the academic and professional goals to be attained through work in the SPC graduate program.

### **Deadlines**

All Graduate School forms and submission materials are due at least one month prior to the start of the semester in order for the applicant to be considered for admission. This exact deadline varies from semester to semester, so be sure to reference the current graduate catalogue for this information. All SPC submission materials have the same deadline. All materials must be received by this deadline in order for the applicant to be considered for admission. Getting materials in later than this will delay admission to the program.

*Note:* If the student is new and intends to apply for a Competitive Graduate Award (CGA), the deadline for having all of application materials turned in moves up to January 15<sup>th</sup>. If the student applies for the CGA but the SIUE application is incomplete, the application for the Competitive Graduate Award will be removed from consideration.

**Starting in Fall 2012, students will only be accepted in the summer or fall sessions. Part-time students will be required to take SPC 500 and SPC 501 (in that order) before taking any other 500-level SPC courses. Students can always take classes under unclassified status.**

### **Graduate Assistantships**

The Department of Speech Communication has a number of Teaching/Graduate Assistantships to support students each year. The TAs typically teach the basic courses (SPC 103 Interpersonal Communication Skills or SPC 105 Public Speaking Skills) per semester.

For persons seeking teaching or graduate assistantships, Graduate Teaching Assistantship forms may be obtained through the department office, from the Appendix, or downloaded from the SPC website (<http://www.siue.edu/artsandsciences/spc/graduate/financial.shtml>).

Completed assistantship applications and supporting materials must be submitted by March 1 in the spring semester preceding the academic year for which the appointment is desired. Please contact the Basic Course Director in the Department of Speech Communication for specific information about assistantships, application forms (if unable to access the online forms above), deadlines and selection criteria.

### Teaching Assistantship Duties

Teaching assistants teach *two sections* of the Basic Course, either SPC 103 (Interpersonal Communication) or SPC 105 (Public Speaking), as assigned by the Basic Course Director.

#### About the Courses:

*Interpersonal communication* is designed to teach students the importance of communication in their everyday lives and relationships and to provide them with interpersonal communication skills that may enhance their relationships. This course covers topics such as: self-concept, perception, verbal and nonverbal communication, messages, relationship development deterioration, conflict, family, and friends, among many other topics.

*Public Speaking* is designed to teach students how to be more effective public speakers. Topics include researching topics, audience analysis, organizing and outlining ideas, as well as effective delivery techniques for informative and persuasive speaking situations.

Teaching assistants in the Speech Communication Department have autonomous responsibilities (under supervision of the Basic Course Director) for structuring and teaching their courses. Teaching assistants design a syllabus based on instruction from the Basic Course Director, create their own lectures, activities, exams, and fulfill all grading and administrative duties related to the course. Teaching assistants receive training and mentoring to help them succeed in teaching at the college level.

### Teaching Assistant Requirements

- Attend and successfully complete TA training sessions held in May and August
- Attend the mandatory Graduate School orientation in August
- Enroll in SPC 560 in the first fall semester

### Applying for a Teaching Assistantship

- In order to apply for the teaching assistantship, students must have applied for admission to the SIUE Graduate School AND the Speech Communication Master's Program. Students must be accepted into the Graduate School *and* the Speech Communication Graduate Program in order to be considered for this position.
- Complete the Teaching Assistant Application Form and submit it to the Basic Course Director by **March 1 at noon**. This form is found in the Appendix and are available at the department website at <http://www.siu.edu/artsandsciences/spc/>.

- **Submit two professional and/or academic references** that can speak to the applicant's ability/aptitude for teaching. Please have these two people submit the Teaching Assistant Recommendation form. They may also submit an additional letter if they would like (although this is not a requirement). The forms are found in the Appendix and are also available at <http://www.siu.edu/artsandsciences/spc/graduate/financial.shtml>. The recommendation form and letters can be sent to:

Basic Course Director  
Department of Speech Communication; Box 1772  
Southern Illinois University Edwardsville  
Edwardsville, IL 62026

*Note:* If the applicant is a current SIUE student or a recent graduate of the SPC program (within the last 2 years), the reference forms provided for admission into the graduate program will be copied and added to the TA application file. These students do NOT need to have their references fill out the additional form.

Reference materials need to be received by March 1 to be considered.

- If the applicant's references are from SIUE, the applicant and his/her references need to sign the Permission Form for Reference Letters. This form is available in the Appendix, at the department website, or up in the department office.
- Applicants must complete an interview with the Basic Course Director between February 1 and March 15. The Basic Course Director will schedule an interview with the applicants after the Teaching Assistant Application form has been received. Interviews will last approximately 30 minutes.
- Current TAs may reapply for a teaching assistantship, although they are **not** guaranteed a position. Positions are competitive each year. Returning TAs will need to complete the Returning Teaching Assistantship Application form found in the Appendix.

## Section 3: The Thesis Exit Option

The thesis is a large research project conceived, developed, carried out, and discussed by the student. The thesis project is generally the better option for students who anticipate continuing graduate school in a Ph.D. program. This is not to say that students **MUST** complete a thesis if they wish to continue their education. Additionally, students not anticipating continuing their education are welcome to write a thesis as well.

If a student plans on writing a thesis, it is best that he or she begin thinking about the topic and deciding on a thesis chair at the end of his or her second semester in the program (based on a 2-year program). This is suggested so the student can conduct some preliminary research over the summer break. Throughout the thesis process, it is the student's responsibility to be aware of, and meet, the guidelines and deadlines set forth by the Graduate School (<http://www.siu.edu/graduatestudents/Forms.shtml>)

### Overall Thesis Process

The thesis project mainly consists of two main components: the thesis proposal and the thesis defense. Students will work closely with the advisor as they complete their thesis project.

#### Thesis Proposal

The student will work exclusively with her or her advisor to develop and narrow the thesis topic. From there, the student will typically develop a literature review, methods section, and introduction. The advisor will discuss each of these sections with the student to set expectations and deadlines as appropriate. Do not expect to get comments on drafts returned to in one day. When planning to meet deadlines, keep the turnaround time in mind.

While it is not necessary at this point, it is extremely useful to follow the thesis template provided by the graduate school (<http://www.siu.edu/graduatestudents/pdf/ThesisGuidelines2010-2011.pdf>). Setting up the heading formatting for the Table of Contents is also beneficial to do at this point as well (manually creating the Table of Contents is time consuming, inaccurate, and not recommended).

When the advisor believes the proposal is ready for the committee to see, he or she will let the student know. Before sending out the proposal, the student should check with committee members to determine if they would like a hard copy or an electronic copy of the document.

After the committee has indicated to the advisor that the proposal is defensible, the advisor will inform the student. The student must then work with the members to find a mutual 1-hour time slot for the Proposal defense. Doodle.com is a great online tool to use in order to find a common open time frame. When this time and day are decided upon, the advisor will reserve a room for the meeting and inform the committee and student.

In the proposal itself, the advisor will say a few words to introduce the student and topic. The student will then speak for *10 minutes or less*, discussing the research project. After this, the

committee members will ask questions and critique the proposal as a means to improve it. Different advisors might prefer different courses of action. The proposal defense is a good time to hear various ideas from the committee members (this is why there are three members on the committee). This meeting is meant to catch major problems before they negatively impact the project and its findings.

At the end of the meeting, the advisor will revisit the changes to be made so they are apparent and agreed upon by all committee members.

### **Thesis Defense**

After the proposal, the student will go through the critiques by the committee members and make necessary edits. All wording in the introduction and methods sections can be changed from future tense to past tense.

The student will again work with the advisor as he or she completes the IRB application, data collection, results section, and discussion section.

After the committee has indicated to the advisor that the thesis is defensible, the advisor will inform the student. Again, the student will work with the members to find a mutual 1-hour time slot for the defense. When this time and day are decided upon, the advisor will reserve a room for the defense and inform the committee and student.

This defense is set up much like the Proposal. The student again speaks for 10 minutes or less, focusing on the results and discussion. The committee members will ask questions and critique the thesis. When all questions and comments have been stated, the student will leave the room while the committee discusses the thesis and the student's ability to defend it. The chair will then retrieve the student and let him or her know of the committee's decision.

Likely, the student will have small modifications to make to the thesis. After final approval by the advisor, the student will submit the thesis to the Graduate School, following all of their guidelines.

### **The Thesis Chair**

The student should set up a meeting with the potential chair to discuss his or her area of study and ask the faculty member if he or she would agree to chair the student's committee. Students should NOT assume that their choice will agree to chair the thesis. Professors are limited in the number of thesis they can direct, and they will likely make decisions based on their expertise and their perception of the student's ability to complete and successfully defend a thesis in a timely fashion.

The student will work closely with his or her thesis advisor through every stage of the research process. The advisor will read through several proposal drafts before determining that the document is ready to be sent to the committee. NO DRAFTS are to be sent to committee members without the explicit consent from the advisor. After the Thesis Proposal, the student will work with the advisor to get the IRB application submitted. The advisor is listed as the

faculty advisor on the IRB application. When the proposal edits, results section, and discussion section get the approval of the advisor, the entire thesis is sent to the committee members.

Traditionally, after the thesis has been submitted to the graduate school, the student will work with his or her advisor to develop a research article for publication. The advisor would act and be listed as the second author on this project.

## **The Thesis Committee**

The candidate's Thesis Committee performs the following functions:

- Reads and evaluates Thesis proposal
- Reads and evaluates final Thesis
- Convenes and conducts the student's oral defense of the Thesis
- Makes a determination of the candidate's success or failure in demonstrating mastery of his or her thesis topic and understanding of communication studies concepts.

With few exceptions, the candidate may only request the participation of full-time, tenure-track graduate faculty to serve as Thesis Committee members. The Committee must consist of at least three such faculty members. If a non-Graduate faculty member serves on a Comprehensive Exam Committee, he or she may serve only as the fourth member on a committee with 3 tenure-track faculty members. One committee member may come from a department other than the Department of Speech Communication. A full-time, tenure-track graduate faculty member in the Department of Speech Communication must chair the committee.

Students must have an area-specific faculty member chairing their thesis, unless it is in the interest of the integrity of the thesis to have a non-area-specific faculty member as the chair. Area-specific faculty members must be consulted by the student and prospective chair in order for a non-area-specific member to chair the committee. *The student must provide compelling, written professionally-relevant rationale for this consideration.* If area-specific faculty are not available for consultation, and in extenuating circumstances, the graduate faculty as a whole will be consulted.

The Thesis Committee should be established at the beginning of the student's third semester (so the committee can sign off on the Program of Study). Students should talk with their advisors to select the remaining committee members, as the advisors can offer practical insight. Generally, students should choose committee members they have had courses with or have worked with in some capacity. It would also benefit students to select members who have expertise in the thesis' subject matter or methodology. Students should then make an appointment with the faculty members to discuss the faculty potentially joining his or her thesis committee.

## **Thesis Preparation Guide**

Three important notes:

1. First, the guidelines that follow apply to both research exit options available to master's candidates in the Speech Communication department unless otherwise indicated. When

interchangeable, exit options will be referred to as a “Thesis.” Otherwise, the specific term (thesis or project) will be used.

2. Second, this document is intended to serve as a guideline in the preparation of a master’s thesis. However, the requirements of both the SIUE Graduate School and the student’s own faculty advisor always take precedent over anything printed in this document. For the most current Graduate School guidelines, please go to <http://www.siue.edu/graduate/policies.shtml>
3. Third, ALL research conducted at Southern Illinois University Edwardsville is subject to approval by the Institutional Review Board. For the most up-to-date IRB guidelines and review procedures, please go to <http://www.siue.edu/research/humansubjectsprotection/irb.shtml>

### **Exit Options Defined**

*Thesis:* The thesis is a comprehensive report of substantive and significant research that has been conducted, analyzed, and written entirely by the candidate under the guidance of a member of the Department faculty. Typically, the thesis is lengthy, similar in style to a paper submitted to a scholarly conference or for publication, and is structured in the manner suggested by the American Psychological Association, the Modern Language Association, or a similar scholarly or professional organization.

The thesis is an opportunity for candidates to demonstrate they can use theory, empirical findings, and research methods to design and carry out a study where the final product could support a scholarly convention presentation and/or journal article. Typically, the candidate utilizes a theoretical model, conducts an in-depth literature search, and develops research hypotheses or research questions. These are examined empirically by the candidate, through primary quantitative or qualitative research methods, and the results and their implications are fully considered. *Please note that the thesis is the only thesis option that must be submitted to the Graduate School as well as the Speech Communication Department.*

### **Approximate Timeline for Full-Time Students**

*Two semesters prior to the final semester*

Register for 3 hours of SPC 599 for following term *if appropriate for Program of Study.*

*During the semester prior to the final semester*

Develop thesis proposal in conjunction with thesis Committee Chair

Schedule a meeting and present proposal to thesis Committee

Register title with the Graduate School if enrolled in SPC 599 Thesis

Submit Proposal to the Human Subjects Review Committee if necessary

Register for 3 additional hours of SPC 599 for following term if currently registered.

Otherwise, register for 6 hours.

*During the final semester*

Execute the thesis

Submit draft of thesis to the thesis Chair for approval  
Submit approved draft of thesis to other assessment committee members  
Defend the thesis  
Format and submit the thesis as appropriate  
Follow the guidelines for review and duplication of the thesis as appropriate  
Be aware of and meet all deadlines

The master's thesis is not an entitlement, but rather a negotiated partnership between faculty and candidate. The following section provides information about the master's thesis process: the steps leading up to the thesis, the development of a thesis proposal, the review of thesis proposals, writing the thesis, the oral defense of the thesis, final review and duplication of the thesis, and continuing work beyond completion of the thesis. This outline is not comprehensive; any specific undertaking may follow a different route.

Typically, the master's thesis is a two-semester process in which original research is conducted by the master's candidate, under the supervision of a faculty Chair. The thesis is begun when the candidate develops a thesis proposal with the Chair. The thesis proposal must be accepted and signed by all three faculty members who agree to serve as a thesis Assessment Committee, and if a thesis, the title must be registered with the Graduate School.

### **Steps to Complete before Writing a Thesis**

There are a number of important initial steps leading up to writing the thesis. Once these steps are completed, candidates may enroll in 6 hours of SPC 599 (typically over the last 1-2 semesters in their masters program). These six hours of credit represent the independent work candidates engage in while completing their thesis.

#### *Step One: Verify Status*

Students should have a signed Program of Study on file with the Graduate Program Director. Students should begin this process by meeting with their Graduate Advisor to develop the Program of Study and finalize the courses they plan to take. This advising meeting will also serve to clarify any questions the student might have about the necessary information in the official Program of Study form. Some candidates may have had additional conditions of classification specified at the time of their conditional admission to the Speech Communication Graduate Program. It is important that these conditions all be met as well before beginning the thesis.

#### *Step Two: Develop Abstract of The Thesis Topic*

Develop a 2-3 page abstract of the preliminary thesis ideas by doing the following:

- Students should cultivate an idea or area of research that interests them. It should be a topic that lends itself to scholarly research and/or practical application. In all probability, the student will be "married" to this topic for 8 months or more.
- Obtain a copy of the most recent Master's Thesis and Project Manual for SIUE, available from the Graduate School.

- Read relevant previous theses for format and style, especially those theses Chaired by the professor intended to be the Chair. These are on file with the Department Secretary in the Department of Speech Communication.
- Begin to develop thesis ideas conceptually. For a thesis, link the research question to a theory, or develop a typology or topoi of concepts involved. In every case, the student must be able to articulate a strong rationale for the thesis proposed. Simultaneously, the student should seek input from faculty, especially from the professor the student envisions as the thesis Committee Chair.
- Write a two to three-page abstract of the topic. This abstract is either a narrative abstract or an outline in sentence form of the proposed thesis.

### *Step Three: Form Thesis Assessment Committee*

The most important people in the academic life of a graduate candidate are the members of her or his thesis assessment committee. The Committee Chair directs the candidate's research and has a vested interest in seeing that the candidate does well and finishes promptly. Committee members must all be satisfied that the candidate has done a thorough and responsible job of research.

The assessment committee can provide encouragement, suggestions, and opportunities, but it is not up to them to see that candidates get a degree. The student must continually retain the responsibility for ultimate success. Each candidate-committee relationship is unique. Some very successful ones are quite formal and distant; others are close and personal. Students may need to do a little soul searching before naming an assessment committee to determine what the student wants it to do for and with them. Students should not necessarily choose as their long-term mentor the professor with whom they have easiest rapport, who gives ready praise, or who promises the least hassle. Rather, the students should choose one who will push them to excel.

Also, the student should think carefully about what expertise each other member of the assessment committee can contribute to the student's successful completion of the best possible master's thesis. In addition to their research knowledge, methodological skills, and expert scholarship, the ideal assessment committee members also bring the ability to emotionally support, challenge and extend the student, help guide the student through the system, and provide stringent editorial input. Aim for this mix of skills whenever possible. Students should not confine themselves to those faculty members whose current research interests closely mirror their own. Choices are wider than students might think. Talk with other graduate candidates, with faculty members both inside and outside the SPC program, and to the Graduate Adviser. Most Departments have folklore about how particular faculty members interact with graduate candidates and with each other. Do not choose an assessment committee completely based on folklore; but do not ignore it, either.

Students should set up an appointment with the person they would like to be the Chair of their assessment committee. Please note that, while this person will most likely be the student's Graduate Advisor, the student is under no obligation to retain the Advisor as the thesis Chair. Prior to the appointment, provide the faculty member a copy of the abstract. At the meeting, the student should ask the person if he or she would be willing to Chair the assessment committee. This meeting gives the faculty member an opportunity to tell the student if she or he will be on

sabbatical, if she or he already has so many graduate candidates they cannot serve the student well, or if there are any other possible problems on the horizon. The person can also give the student suggestions on others who might be willing to serve as Chair if they cannot. If the professor agrees, then ask for advice about developing the proposal, potential sources, and recommendations for the second and third members of the assessment committee.

Form the thesis assessment committee. The thesis assessment committee consists of two graduate faculty members from the Department of Speech Communication and, if necessary or beneficial, an outside member from another Department at SIUE or a non-graduate faculty member from within the Department. Talk with the thesis Chair about the makeup of the assessment committee. He or she may already have established a network of faculty who work well together on committees. The student does not have to accept all suggestions, but it is to the student's advantage to discuss choices with the Chair before making them final. Remember that the thesis Chair is the primary adviser regarding day-to-day implementation of the proposal.

Next, the student should set up appointments with the professors whom the student would like to serve as second and third (and fourth) members of the thesis assessment committee. At the appointment, tell them who is serving as Chair, give them a copy of the 2-3 page description, then ask the following questions: (a) Would you be willing to serve as a member of my thesis assessment committee? (b) What suggestions do you have for readings and/or methods? (c) What type of role do you like to play in the thesis process (e.g., only see it when it is close to completion, one chapter at a time, etc.)? Finally, the student should provide all assessment committee members with a tentative timeline of the thesis research process, from the date the student plans to complete the thesis proposal to the planned date of thesis defense.

#### *Step Five: Finalize Thesis Proposal*

Generally, the thesis proposal provides a description of the focus and rationale for the thesis, a review of related literature, procedures for conducting research or resolving the identified problem, and the format of the final thesis. Thesis proposals may vary somewhat across various specializations within the Department of Speech Communication. However, each proposal is a plan for the conduct of a specific research-based or applied thesis. The proposal serves as a "blueprint" or "understanding" between thesis assessment committees and the graduate candidate regarding the scope of the proposed thesis. A detailed proposal reduces the chance of misunderstandings between Chairs, assessment committees, and graduate candidates. The proposal typically translates to a head start on chapters one and two. The length of the proposal varies greatly depending on the nature of the proposed thesis and expectations of the thesis Chair. In the Department of Speech Communication, thesis proposals have ranged in length from not more than half a dozen to 25 or more pages.

The deadline for completing the proposal is the end of the semester prior to the one in which the student intends to execute the thesis. However, it is recommended that the proposal be completed early in the semester before midterm, for a number of compelling reasons:

- The proposal is completed before the semester winds up; when time to complete it is much more readily available.
- Ideas for seminar papers for the semester can be linked to the thesis.
- The Human Subjects proposal (if needed) can be completed in a timely manner.

Here are the steps to follow in developing the thesis proposal. The student may have already completed some of these steps in writing the 2 to 3 page abstract of preliminary ideas:

- Consult the Graduate Calendar and become familiarized with all applicable deadlines
- Obtain, review, and follow as appropriate a copy of the most recent SIUE Master's Thesis Guidelines (available on the Graduate School web site).
- Consult previous thesis proposals and theses for relevant information on format and style. Consult the Chair for suggestions of recent comparable theses.
- Begin to develop the thesis idea conceptually. That is, link the question or problem to theory and practice and begin to articulate a strong rationale for the thesis proposed. Simultaneously, seek input from the three members of the assessment committee.
- Develop a detailed proposal in close conjunction with the thesis Chair. Ask the assessment committee for feedback on that proposal, make necessary revisions, and re-submit. Committee members usually need one to two weeks to read drafts and provide feedback.
- Work with the committee Chair to develop a chapter outline, tentative timetable for when various chapters will be completed, the contents of each chapter, and their approximate length.
- Create files for each chapter now. As ideas occur on a daily or weekly basis write them up in snippets in each chapter file. This strategy helps in some ways to alleviate the inevitable writing blocks that occur in writing the thesis by allowing the student, when moving to a new chapter, to not be one of staring at a blank screen. Instead, material is there waiting to stimulate thinking and writing.

#### *Step Six: Arrange a Thesis Proposal Meeting*

After selecting a thesis Chair and assessment committee, developing the thesis proposal, and circulating the completed thesis proposal to the thesis assessment committee, the candidate must arrange a thesis proposal meeting (coordinating the date, time, and location). There are a number of important objectives for this meeting:

- Committee members have an opportunity to confer with the student and with each another about the proposal and ideas for refining the thesis;
- The assessment committee agrees to the proposed timeline for completing the thesis;
- The assessment committee articulates the roles each member prefers to play (ranging from being involved at each step or seeing only the completed thesis);
- The candidate asks any questions he or she may have about the thesis process.
- If a thesis, members sign the Title Registration form required by the Graduate School. Make sure to bring a prepared copy of this form (found on the Graduate School web page) to the meeting.

#### *Step Seven (if applicable): Submit Signed Thesis Title Registration Form to the Graduate School*

This form must be provided to the Graduate School prior to the end of the semester preceding the one in which the student executes the thesis.

#### *Step Eight (whenever applicable): Apply for Human Subjects Approval*

If the student is going to work directly with people (as opposed to content analysis, rhetorical research, or historical/critical research), he or she MUST have prior approval from the

Institutional Review Board (IRB). No work with human subjects may proceed without approval from this committee.

Depending on the nature of the student's research, he or she would fill out one of three types of protocols: Exempt, Expedited, or Full Committee Review. Generally, if the thesis involves data collection that does not place the people being studied "at risk," the research is granted an exemption from full committee review. Information about which type of form needs to be filled out, the process of preparing a protocol for review, and copies of the forms can be found at: <http://www.siue.edu/research/humansubjectsprotection/irb.shtml> on the SIUE web site. The thesis committee Chair can assist in considering the necessity and/or procedures for human subjects approval. If the thesis requires human subjects approval, then the IRB form must be signed by both the committee Chair and the Chair of the Department of Speech Communication.

### **Executing the Thesis**

#### *Typical Organization of a Thesis*

1. Abstract (a succinct, one-page summary of the paper, stating the problem, methodology, results and conclusions).
2. A statement of the problem/justification for thesis
3. Appropriate literature review
4. Approach (theoretical, historical etc.) and justification
5. Methodology/sample selection and justification as applicable
6. Statement of hypotheses/research questions as applicable
7. Findings/results and Discussion
8. Summary and Conclusions
9. References
10. Appendices

Both the IRB and the faculty member must approve questionnaires and other research instruments. Comparative analytic methods are encouraged. All methodologies in which candidates can demonstrate competence are suitable for use in the thesis, including qualitative research methods such as interviews, participant observation techniques, longitudinal studies, ethnographic studies, company case studies, and ethnomethodology, and quantitative research methods such as surveys, experiments, and content analysis, provided that they are applicable to the situation.

For the most part, the thesis should be written in the present tense. The paper should define and justify the problem clearly and must be supported by factual findings, which are properly documented and with assumptions clearly stated. The methodology should be clearly explained and justified as to selection. The conclusions and recommendations should be supported by the analysis, logically and with documentation.

### **Writing the Thesis and Working with the Committee**

As previously stated, the most important people in the academic life of graduate candidates are the members of their thesis assessment committee. Keeping the assessment committee happy demands attention to the following:

1. The student should visit the members of the assessment committee periodically and report on the thesis progress. This suggestion serves several functions. Frequent consultation serves to recharge creative batteries and helps finish the thesis more quickly. When the student orally defends his or her thesis prior to final submission/approval, this assures that the faces around the oral examination table are familiar and understanding.
2. Provide each member of the assessment committee with his or her own copy of the final draft of the thesis **AT LEAST ONE-WEEK PRIOR TO THE DEFENSE DATE**. Most faculty members resent being asked to a thesis defense when they have not seen it until a few days before the defense or if it is presented to them as a "finished product." If the student chooses his or her assessment committee members wisely, every one of them can be of help to the student with suggestions about style, organization, or approach.
3. Find resolutions to differences of opinions. The student does not have to accept all suggestions about minor changes; but he or she should listen carefully to major objections. Consult, discuss, and redefine. Whether the student's future career is in academe, government, research, or the private sector, he or she will be involved in collegial resolution of intellectual problems in the future.
4. Maintain good relations with assessment committee members. Most candidates maintain good relations with their assessment committees, finish their research, and earn their degrees with no problems. Occasionally, however, differences of opinion regarding the research or personality conflicts within an assessment committee may develop. If this happens, remember: By all means, try to stay on good terms with the committee Chair and keep calm. Acceptable accommodations can be found to almost any problem and the Chair can try to help as resolutions to these problems are sought.
5. Initiating and continuing thesis research and writing are the candidate's responsibility. Master's candidates have a great deal of responsibility, and hence, control over what goes on during this period of time--the role of the assessment committee is important but limited. Most significantly, the conduct and presentation of the thesis research is the candidate's responsibility. Meeting the requirements of the Graduate School is also the candidate's responsibility.

In addition to keeping assessment committee happy, it is essential that the student organize his or her writing and computer files in ways that make the final printing easier, less stressful, and in line with the thesis format guidelines.

Remember to back up computer work frequently. Keep a log of meetings with the assessment committee. Specify version numbers on the thesis chapters so that the oral feedback of the committee Chair can be checked from one meeting to the next. Assessment committee members may vary in their involvement during the writing process. Some want constant input and opportunity for feedback, whereas others may not want to see chapters until close to the final draft of the entire thesis. However, it is the student's responsibility to communicate with all assessment committee members to inform them of thesis progress, in anticipation of the oral defense.

### **Special Considerations for the Thesis**

The master's thesis is a formal document that is catalogued and saved in the University library for study by other scholars of communication for years to come. Therefore, the form and style of the thesis is quite exacting. To aid the students in writing a thesis, the University publishes Master's Thesis Guidelines. This may obtain the most current version at: [www.siu.edu/graduatestudents/pdf/ThesisGuidelines2010-2011.pdf](http://www.siu.edu/graduatestudents/pdf/ThesisGuidelines2010-2011.pdf). Read this carefully before writing the thesis. In the Department of Speech Communication, refer also to the most current version of the *Publication Manual of the American Psychological Association* or its equivalent for additional guidance in the form and style of the master's thesis.

If students write the thesis on a home computer, they must ensure that the printer meets the requirements of the University regarding quality of the finished product. Students must become very familiar with the precise form and style for preparing such documents. Students should not expect the thesis Chair or assessment committee members to closely edit the thesis for form and style, nor for compliance with Graduate School requirements.

### **Extending Thesis Work**

Generally, candidates finish their master's thesis in by the second semester (after 6 hours) that they register for SPC 599. However, if the student needs to continue working on the thesis in subsequent semesters, he or she may sign up for up to 4 additional thesis hours. This retains the student's status as a registered candidate while he or she completes the thesis, even if taking no other coursework. Student status is required to retain access to the library, the computer system, and other services essential to research activities. Students must be registered in SPC 599 during the semester that final approval of the thesis is granted by the University. The [Request for Extended Thesis Credit](#) form is available at: [www.siu.edu/graduatestudents/faculty/pdf/EXTTHES.pdf](http://www.siu.edu/graduatestudents/faculty/pdf/EXTTHES.pdf). This form must be completed, signed by the full assessment committee, and submitted to the Graduate School.

### **Defending the Thesis**

Once the thesis is written and approved by the Chair, circulate copies of the thesis to other assessment committee members. The student then schedules an oral defense, including scheduling a conference room. Using the [Comprehensive Exam and Thesis Assessment Rubric – Combined](#) form as a guideline, the committee members will provide the chair with their feedback and scores for the student's thesis document. Based on the rubric, if the student scores 2.4 or above, a 2 or higher in the learning benchmark categories, and a 1 or above in every category (the combined average of all committee members), the student is eligible to orally defend his or her thesis. This rubric is the same as is used to evaluate the [comprehensive examinations](#).

Although this meeting is typically called a defense, many prefer to view it as a colloquium. The following steps should guide the student in this process.

#### *Set the Date, Time & Place*

Once the thesis is written and approved by the Chair, the student can circulate copies of the thesis to other assessment committee members. It is customary to provide the final draft of the

thesis to the assessment committee at least two weeks prior to the oral defense. Anything less than two weeks may cause problems to arise during oral defense due to hurried assessment committee inspection. The student then schedules a one-hour block of time for the oral defense, including scheduling a conference room. Make sure the Graduate Director is advised of the date, time and place so that this information may be provided to the Graduate School. For a thesis, the student should schedule the oral defense to allow at least one additional week prior to the date he or she plans to submit the final, typed draft to the Graduate Records office to allow ample time for any necessary revisions.

### *Prepare for the Defense*

The student should re-read the thesis from beginning to end, making note of changes to make and what the student is most proud of about the thesis.

Prepare a 5-7 minute presentation for the defense. A typical presentation might include an engaging 1 minute opening, a 1 minute summary of the thesis process, a 2-minute summary of significant conclusions and implications, and a 1 minute closing that expresses the value of the thesis to the student's overall education and to the discipline. End by offering to answer any questions the assessment committee may have about the research.

Make sure the Committee Chair has obtained a signature page, and brings this to the defense. Contact the assessment committee members a day or two prior to defense to remind them of day, time, and place. The candidate should also check with the Department Secretary to reconfirm the room's availability at the specified time.

### *The Day of the Defense*

Upon arrival of the entire assessment committee, the student may be asked to leave the room for a moment while the assessment committee discusses initial reactions to the thesis and candidate. Upon returning to the defense room, the student will be asked to provide a brief summary of the thesis and its highlights. Following the summary, the assessment committee asks questions, which can cover any topics deemed relevant to the thesis or any other areas of the student's graduate studies. The student will also be asked to reflect on the overall quality of his or her academic experience at SIUE. At the end of the defense, the student will be asked to leave the room while the thesis assessment committee meets in closed session to decide if the thesis and defense demonstrate mastery of material and processes learned in the student's graduate program. The assessment committee invites the student to return to the defense room and announces its decision. The committee will use the second part of the Comprehensive Exam and Thesis Assessment Rubric – Combined form to evaluate the oral defense.

### **Potential Oral Defense Outcomes**

The assessment committee may decide to:

- Approve the thesis as submitted
- Approve the thesis with changes specified
- Not approve the thesis

The second category is a common outcome. Sometimes, the thesis assessment committee will have the thesis Chair supervise the changes. Committee members may sign approval on the spot,

or they may wait for the thesis Chair to sign off after the changes have been made before they sign. On other occasions, one or more assessment committee members may review the changes before signing approval of the thesis. On still other occasions, the assessment committee may elect to have the student re-defend the revised thesis. If the assessment committee does not approve the thesis, the student must arrange with the Chair to make necessary changes in the thesis and/or oral defense. The student may be required to wait until the following semester to defend the thesis again. The student may want to consult with other faculty members for assistance or advisement regarding any future defense. The committee will also identify the thesis as Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations. This will be noted on the Comprehensive Exam and Thesis Assessment Rubric – Combined form. The committee chair will also fill out the Comprehensive Exam and Thesis Rubric – Chair form. All forms will be turned in to the Graduate Program Director.

### **Final Review and Duplication**

Once the thesis has been revised and all assessment committee members have signed the Thesis Approval form, submit a copy of the thesis to the Speech Communication Department and, if a thesis, to Graduate Review as well (being careful to conform precisely to their submission guidelines).

Based on feedback from a *Thesis Review*, make any necessary changes and resubmit to the Graduate School.

Finally, the student must provide copies of the thesis to each member of the assessment committee.

The following are problems commonly found in Theses submitted to Graduate Review, though this list would be useful for any form of thesis.

1. References not cited or listed according to the required reference style (typically, though not necessarily APA).
  - Be sure no references are missing, all are accurate (citations in text and reference list both match), and are formatted correctly. Confirm the appropriate style guide before starting to research. Then, prepare the reference section as research progresses.
2. Problems with Table of Contents, List of Tables, etc.
  - Not formatted properly
  - Headings/titles don't match text
  - Page numbers are incorrect
  - Right- and left-side number alignment is incorrect.
3. Problems with Chapter
  - Chapter numbers and titles are not positioned correctly or formatted properly.
  - Chapter titles are confused with first-level headings.
  - Problems with triple spacing.
4. Problems with Headings

- First-level headings are confused with chapter titles.
  - Headings not prepared correctly: the "level" hierarchy is not followed.
  - Format regarding use of bold/underline or placement and capitalization incorrect.
  - Spacing around the different levels not correct or not maintained throughout.
5. Problems with Tables and Figures
    - Misplaced in the text.
    - Not identified by number in the preceding text.
    - Not formatted according to style and SIUE guidelines
  6. Problems with Pagination
    - Page numbers are not correctly placed.
  7. Problems with the Top and Side Margins
    - Margins are shifted to left, right, up, or down. This can be due to variations in printers and paper feeders. Always measure output to make sure it accurately reflects settings in the document.
  8. Excessive Bottom Margins
    - Slightly larger (than normal) bottom margins are bound to occur sometimes, such as when avoiding widow lines or headings that would otherwise end up at the bottom of a page without text following. However, they must not occur for the following reasons:
    - An illustration (table, figure, etc.) doesn't fit on the same page as the text introducing it. (In that case, continue to fill page with text and present illustration at top of next page.)
    - To start a new heading on a new page (where room exists on the preceding page for the heading and at least one--preferably two--lines of text). Text pages can stop short only at the end of a chapter (as chapters must begin on a new page). Headings, to the contrary, must be continuous within the text.
  9. Problems with Title and Signature Pages
    - The different elements of each page are not properly completed or in their proper positions.
  10. Something is Missing!
    - Reported examples of missing elements includes: abstract; list of tables, and figures; actual tables and figures; reference sections; and random pages. A thesis can be rejected for missing elements, so be careful!

Generally, follow these words of wisdom in formatting the thesis:

Know the word processing system well in order to format the thesis to the required specifications. Many programs have automatic Table of Contents (etc.) generators, "reference" generators for text citations, etc. All have features for setting decimal tabs, right-aligned tabs, hanging indents, etc., but the student needs to know when and how to use them.

Build in time to format the thesis when making decisions about a completion date. Plan to spend several hours each on reading the APA (or equivalent) and Graduate School formatting

guidelines. Allow time specifically for formatting the thesis. Even if the student has carefully kept track of formatting as the thesis has been prepared, he or she could literally spend several days bringing the thesis into compliance with all the various formatting requirements depending on the level of competence in word processing and on the structural complexity of the thesis. Don't underestimate this part of the process!

### **Meeting Deadlines**

Application for graduation: The University begins accepting applications for graduation the term prior to anticipated graduation. The deadline for each semester is the first day of that semester! If the student does not graduate as expected, he or she must re-apply for graduation for the appropriate term.

The last day to submit theses to Graduate Review occurs on the last day of classes of the semester. Students must be enrolled in SPC 599 in order to submit a thesis for review.

### **Potential Intellectual Property Rights Criteria**

There are many functions served by a thesis, including instruction of a candidate and his/her mentors, enhancement of one's expertise in a given area of knowledge, improving one's chances of being accepted into a Ph.D. program or hired, and of course, advancement of knowledge. This latter function is best served when the thesis is shared with larger audiences, which in turn involves presentation and publication. Students who subsequently present, publish or distribute their works bring prestige to their university, their instructors, and themselves. Candidates completing theses and projects are therefore urged to consider submitting their work for conferences and publication. In anticipation of this possibility, consider the following with regard to shared authorship:

There are many levels of attributions for intellectual credit. A faculty member can be listed as lead author, co-author, noted or acknowledged as an important contributor, consultant, or instructor. The level at which an author or co-author is credited may have consequences for that person's prestige, promotion, tenure, and share in profits, awards, rewards, and/or recognition. However, no person should receive credit for work she or he did not earn.

In general, the thesis Chair and assessment committee members should expect involvement in and attribution as co-author of subsequent versions of the thesis under any of the following conditions (issues such as the order of authorship can be determined by the conditions listed below. These issues are illustrative rather than definitive or comprehensive. The basic rationale is that the more criteria a professor meets, the more likely it is she or he should be attributed with co-authorship, co-ownership, and/or co-credit for the products of the thesis):

- When the faculty member is involved in at least major rewrites or reorganizations of the thesis ("major" suggests substantive and substantial amounts of re-writing, redirection of the basic arguments, rationale, or structure of the thesis);
- When the faculty member actively negotiates and/or provides the sample, location, and/or agreements permitting the thesis to proceed;
- When the faculty member conducts the data analyses;
- When the faculty member develops the measures, methods, or techniques uniquely for this thesis;

- When the faculty member is requested by the candidate to take primary responsibility for editing the thesis for purposes of conference, publication, or show submission.

Of course, exceptions and extensions can be negotiated with the Committee members. However, resulting understandings or conditions should be noted in writing. Remember that authorship order should also be negotiated, or at least the criteria for determining authorship order.

When the assessment committee member(s) and/or Chair involve themselves in less than the ways above, or when their role is primarily advisory and consultative (e.g., providing marginalia, oral discussions in office, suggestions for re-thinking the thesis, etc.), then co-authorship is not recommended. However, it is considered good form to note on any subsequent versions of the thesis that a previous version of it was completed as a thesis in the Department of Speech Communication at Southern Illinois University Edwardsville, and to express appreciation to the Chair and thesis assessment committee members for their efforts in facilitating the completion of the thesis.

-- Special thanks to Dr. Brian Spitzberg and the School of Communication at San Diego State University for their considerable assistance in the preparation of the Thesis Preparation Guide section --

## Section 4: Comprehensive Examination Exit Option

The Comprehensive Exam is a written and oral examination covering material common to all Master's degree candidates and material specific to the courses the candidate personally took in his or her Program of Study. Students electing the Comprehensive Exam exit option for their MA program must complete a written comprehensive examination. In addition, an oral defense of written answers before the candidate's Comprehensive Exam Committee is also required.

To be eligible for the Comprehensive Exam, the candidate must have:

- Satisfactorily completed, or be scheduled to complete, the last course(s) listed on their Program of Study; and,
- Obtained the approval of the Graduate Program Director and his or her Graduate Adviser.

The Comprehensive Exam is offered once every fall and spring semester, divided across a morning and afternoon session. The exam is not offered during the summer sessions. The dates for the Examination are announced by the middle of each term. Generally, the common or “core” portion of the written exam is administered in the morning session, and the specialized portion administered in the afternoon session. The dates for the candidate's oral defense are negotiated with the candidate's Comprehensive Exam Committee, and should occur within 1-2 weeks after the completion of the written exam.

### The Comprehensive Exam Committee

The candidate's Comprehensive Exam Committee performs the following functions:

- Generates questions for the Specialization portion of the candidate's exam;
- Reads and evaluates written answers on all questions;
- Convenes and conducts the oral examination; and,
- Makes a determination of the candidate's success or failure in demonstrating mastery of the content of his or her *Program of Study*.

With few exceptions, the candidate may only request the participation of full-time, tenure-track graduate faculty to serve as Comprehensive Exam Committee members. The Committee must consist of at least three such faculty members. If a non-Graduate faculty member serves on a Comprehensive Exam Committee, he or she may serve only as the fourth member on a committee with 3 tenure-track faculty members. One Comprehensive Exam Committee member may come from a department other than the Department of Speech Communication. A full-time, tenure-track graduate faculty member in the Department of Speech Communication must chair the committee.

Area-specific faculty representation is required on comps committees. The faculty in each area must work together to decide who will serve on a student's committee. When the two faculty members cannot come to a decision, the department chair will make the decision in consultation with the student. If the selected area-specific committee member can no longer serve on the committee, the student must consider the other track-specific member first before considering

other graduate faculty as a committee member. In the case of extenuating circumstances, the department chair will make a decision as to who can serve on the committee.

The Comprehensive Exam Committee should be established at the beginning of the student's third semester (so the committee can sign off on the Program of Study). First, students should select a committee chair. The student should set up a meeting with the potential chair to discuss his or her area of study and ask the faculty member if he or she would agree to chair the student's committee (students should NOT assume that their choice to chair the committee will agree to do so). Students should talk with their advisors to select the remaining committee members, as the advisors can offer practical insight. Generally, students should choose committee members they have had courses with or have worked with in some capacity. Students should then make an appointment with faculty to discuss the faculty potentially joining his or her committee.

## **Exam Content**

The Comprehensive Exam is divided into two parts: The "Core" curriculum (3½ hours) and the "Specialization" curriculum (3½ hours). The core, or first part of the exam, covers the core curriculum common to all candidates, and tests mastery of material in SPC 500 (Seminar in Communication Theories) and SPC 501 (Seminar in Communication Research Methods and Tools). The Graduate Program Director, in consultation with the Graduate Faculty, prepares the Core portion of the exam for all candidates in any given semester. The Specialization, or second part of the exam, covers content specific to each individual candidate's *Program of Study*, in areas negotiated by the student with the student's Comprehensive Exam Committee members, and typically reflects courses from the student's *Program of Study*, as well as specialized areas of candidate interest.

## **Process of Taking the Comprehensive Examination**

The comprehensive examination takes preparation and has several guidelines students must follow. It is imperative that students take good notes (and keep them) as they progress through the graduate program, as they will utilize these notes when studying for the Comprehensive Exam.

### **Procedures Prior to the Comprehensive Exam**

Candidates are responsible for accomplishing the following steps prior to the exam:

- Contact the Graduate Program Director to indicate intent and readiness to take the comprehensive examination.
- Contact the Comprehensive Exam Committee in order to seek their consultation for preparation of and studying for the exam; and arrange a meeting time for the oral defense (1-2 weeks after the written exam).

### **Preparing for the Comprehensive Exam**

A good study strategy is to review course notes and all books and other materials read for courses the candidate has taken. Students are encouraged to talk with their advisors for guidance in study strategies, particularly with regard to Specialization questions. Core questions may ask the candidate to explicate a theory or compare one theory to another, apply a theory to a specific

“real world” situation, unravel a methodological problem, or describe the methodological procedures appropriate for a given research problem. Specialization questions are constructed by the advisory committee members.

Please note that the Theory and Research Methods questions must be answered without the benefit of books or notes, but responses to Specialization questions may be guided by books and notes brought into the testing facility by the candidate. No electronic or on-line sources may be used.

### **Taking the Comprehensive Exam**

The Comprehensive Exam is a written test, taken in two parts over two sessions, typically on the Friday of the 11<sup>th</sup> week of the semester. The test begins at 8:30 AM. Students have 3 ½ hours to answer the Theory and Research Methods portion of the exam. There is a one hour break. The exam resumes the same day at 1:00 PM. Students have 3 ½ hours to answer the Specialization portion of the exam. At the end of the exam, each candidate must email his or her answers to the Graduate Program Director. The answers will then be distributed to the Comprehensive Examination Committee. Candidates may also retain a copy of exam questions and answers to prepare for the oral defense if desired; however, answers to the Comprehensive Exam questions are confidential. Candidates are expected not to share questions or answers with other students in the Department. It is difficult, if not impossible, to schedule comprehensive exams and the oral defense during the summer break.

### **Comprehensive Examination Evaluations**

After the comprehensive exams, the Graduate Program Director will forward the students’ exam answers to their respective committees. The committee members have until the next Thursday at 5 PM to provide the chair with their feedback and scores for the student’s written portion of the exam using the Comprehensive Exam and Thesis Assessment Rubric – Combined form.

All students will be notified of their Pass/Rewrite/Fail status on the written portion on the Friday directly following the comprehensive examination date (the Friday in the 12<sup>th</sup> week of the semester). Chairs will fill out the Comprehensive Exam and Thesis Written Evaluation form. A copy of each student’s form will be given to the Graduate Program Director for recordkeeping purposes.

*Note:* Before finding out the Pass/Rewrite/Fail status, students are free to set up oral defense dates in order to get on faculty members’ schedules. These defense dates are NOT guaranteed, as some students might have to participate in rewrites.

### **Rewrites**

If, on the first writing attempt, the student’s average score (among all committee members) is below 2.39 OR has a score below a 2 in any of learning benchmark (greyed) categories, that student is given a *Rewrite* status and must rewrite an answer or answers, as dictated by the committee chair. The chair and the committee members must decide which of the questions the student will rewrite. The chair will inform the student which answer(s) are to be rewritten as well as explain why the answer(s) was unacceptable to the committee. The student will re-sit for the

exam on the following Monday or Tuesday (in the 13<sup>th</sup> week of the semester). The student will schedule this individually with the Graduate Program Director.

If the student must rewrite a Theory or Methods question, the student will answer the same question as presented in the original exam. As in the original exam, the student cannot use books or notes. The student is given 1 hour and 45 minutes per question.

If the student must rewrite a Specialization question, the student will answer the same question as presented in the original exam. The student will NOT be permitted to use books or notes. The student is given 1 hour and 45 minutes per question.

After the student rewrites an answer or answers, the student's committee again uses the Comprehensive Exam and Thesis Assessment Rubric – Combined form to evaluate the answers. When the chair gathers scores and feedback from all committee members, he or she will notify the student of the written portion's Pass/Rewrite/Fail status.

The student is only allowed one rewrite. If the student does not receive a passing score after the rewrite, he or she will be given a *Fail* status and the student must pursue other exit options in order to graduate from this program.

## **The Oral Defense**

Candidates are encouraged to review their written answers extensively prior to oral defense. At the beginning of the oral defense, candidates are often provided an opportunity to add to or correct any points in their written answers. Candidates are urged to limit their opening or preliminary comments to no more than a few minutes. Committee members follow the student's opening comments with questions of their own. These follow-up questions can cover the range of theories and methods studied throughout the graduate program. Questions from the written exam that candidates elected **not** to answer are not included in the defense. There are a number of generic questions that candidates may be asked about communication research, trends, the candidate's personal and professional interests, and the overall quality and usefulness of the candidates' graduate education. There are generally no right or wrong responses to these types of questions. However, the Graduate Committee expects candidates to communicate competently about such issues.

### **Re-Defenses**

If, after the oral defense, the student does not meet the necessary score for Meets Expectations (at least a 2.4 with no score below a 2 in the learning benchmark categories and no score below a 1 in any category), the student is allowed to "re-defend" (but not rewrite) his or her answers at this point.

*Note:* A student can only participate in a re-defense if she or she did not have to rewrite an exam answer.

## Potential Exam Outcomes

There are 3 possible decisions that the Comprehensive Exam Committee may make, based on combined written responses and the oral defense. The Committee signs a form specifying its decision for each candidate. The form is forwarded to the Graduate School through the Graduate Program Director.

- **Exceeds Expectations**—The candidate passed the exam without further need to demonstrate mastery of content. The candidate scored 3.2 or above with no score below a 3 in the learning benchmark categories and no score below a 2 in any category.
- **Meets Expectations**—The candidate demonstrated passing performance on all parts of the Examination. The candidate scored at least a 2.4 with no score below a 2 in the learning benchmark categories and no score below a 1 in any category.
- **Does Not Meet Expectations**—The candidate did not demonstrate mastery of program material and the Committee does not see any basis for another attempt. The candidate scored 2.39 or below with or a score below a 2 in the learning benchmark categories or a score below a 1 in any category.

Upon successful passage of all areas of the Comprehensive Exam, the recommendation of the Committee is forwarded to the Graduate Program Director by the Comprehensive Examination Committee chair using the Comprehensive Exam and Thesis Rubric – Chair form. In turn, the Graduate Program Director will file all necessary paperwork with the Graduate School.

## Academic Integrity

The student is assumed to have read and understood and will fully abide by all SIUE policies and procedures regarding student conduct, test-taking, ethics, plagiarism, and grievances. In the event that a student's written answers raise suspicions regarding academic integrity issues, all members of the Comprehensive Exam Committee are charged to meet to perform the following duties:

- Upon any member's suspicion of academic integrity violation, that member shall notify the Department of Speech Communication's Graduate Program Director.
- Upon determining that an *a priori* case exists that a violation of academic integrity may have occurred, the Graduate Program Director will contact the student's remaining Committee members, distribute copies of relevant materials, and convene a meeting for review.
- It is the responsibility of the Committee to determine whether and what violations of academic integrity, if any, in fact occurred;
- It is the responsibility of the Committee to document all violations as fully as possible for the student's file;
- It is the responsibility of the Committee to meet with the student to postpone the exam defense indefinitely, present the case of academic integrity violation to the student, hear the student's response, and then meet in closed session to reach a decision outcome. The decision outcome may take any of several forms:
  1. Upon evidence of justification or faculty error, permit the student to schedule the oral defense of written exam;

2. Give the student a conditional fail, identifying the conditions that must be fulfilled and the timeline for fulfillment of those conditions, including that the student is disallowed to redirect their program of study to the Thesis option;
3. Give the student an unconditional fail, identifying the implications of that decision, including that the student is disallowed to redirect their program of study to the Thesis option;
4. Decide to, in addition, seek the probation and/or disqualification of that student in the academic program and/or university.

*Note:* If violations are determined to have occurred, they supersede any merits of the exam answers, and therefore there is no basis for oral defense of those answers.

## Sample Exam

**Part I Directions:** You must receive (at a minimum) a grade of “pass” (at a minimum) on two of the four questions listed below. You may **NOT** use any books (except a dictionary), notes, or other resources to complete this portion of the exam. You have three and a half hours to finish this portion of your exam. Please put a header on your exam that includes your last name and the page number, indicate the question number to which you are responding, and put a page break between each response. You must arrange for a one-hour meeting with your full committee during the next 2 weeks to defend your responses. We wish you well!

### Sample Core Questions:

#### **THEORY**

Answer either question T1 **OR** T2:

- T1. Is there really any such thing as speech communication theory – or are the theories used in our discipline simply adaptations (to the contexts and relationships that we study) of work by theorists in psychology, sociology, anthropology, etc.? Write an essay in which you either demonstrate that there is such a thing as speech communication theory or in which you demonstrate that our theories are derived from concepts and models developed in other disciplines.
- T2. Explain the relationship between theory and research. What communication theory do you think is most useful to you? Write an essay in which you demonstrate your understanding of that theory and its utility. As you describe your understanding of the theory, i) do ensure that you discuss its philosophical foundations and substantive assumptions about the nature of communication, and ii) describe its research foci.

#### **RESEARCH METHODS**

Answer either question R1 **OR** R2:

- R1. Imagine that you have just been awarded a relatively unrestricted grant for \$100,000. The money is yours to spend as you see fit, as long as it is used for a piece of field or laboratory research that would have the potential to make a significant contribution to our understanding of some aspect of human communication. On what sort of project would you spend the money? Provide an outline of the project that you would undertake. Include (1) a brief rationale for the project, (2) a statement of major research questions and/or hypotheses that it would address, and (3) a clear and detailed statement of methods and procedures that would be used.
- R2. Choose two specific research methods one might use to research communication. Compare and contrast those two methods. What are the strengths and weaknesses of each, particularly from the standpoints of internal and external validity, and theory construction and testing? Provide examples of research topics or situations in which each would provide important insight.

**Part II Directions:** You must receive (at a minimum) a grade of “pass” (at a minimum) on two of the four questions listed below. You **MAY** use any books, notes, or other resources to complete this portion of the exam **EXCEPT** for on-line resources. You have three and a half hours to finish this portion of your exam. Please put a header on your exam that includes your last name and the page number, indicate the question number to which you are responding, and put a page break between each response. We wish you well!

**Sample Specialization Questions:**

**AREA OF SPECIALIZATION QUESTIONS**

Answer the following question:

S1. We note that you have taken classes in research methods (SPC 501 and PAPA 412 & 420), and also that you have taken a Sociology class in Inter-group Relations (SOC 502) and Speech Communication classes in Intercultural Communication (SPC 511) and Group Communication (SPC 510). Write an essay in which you reflect upon the role that research methodology has played in the sorts of things communication scholars have come to know about inter-group interactions. Do you feel that scholars have made sufficient use of the variety of methods available to them? Why or why not? What, if anything, would you do differently, and why?

**AND**

Answer any ONE question from the three below:

S2. Since you have concentrated on organizational communication, you obviously know a lot about organizational culture. What are the ten key characteristics that tap the essence of an organization’s culture? Can you use an example from your personal experience to illustrate each one? What does culture strength refer to? Is it always desirable that an organization should have a strong culture? What are the implications for cultural change? Again, provide us with specific examples from your own professional history.

S3. One of the central themes we have explored in the study of organizations is the relationship between one’s identity and their work. Please explain the various communication strategies workers use to construct a positive identity and identify with their co-workers, clients, organization and/or profession. How can management assist in this process? What about leadership? Explain if/how workers can continue to construct a positive identity in the wake of massive organizational changes (i.e. psychological contract, layoffs, downsizing, etc.), which threaten the bond between the individual and organization.

S4. Borrowing from Gossett and Kilker’s (2006) article on organizational voice, dissent and resistance, why do jobs “suck”? Briefly cite all relevant trends and findings of research to answer this question. Based on your literature review, what communication strategies can employees use to improve their situation, gain power, resist and show dissent? Provide a summary of relevant successful communication practices and explain why they would work. Elaborate on the consequences, if any, of these communication strategies. Be sure to use the organizational communication and management literature to support your ideas.

## Evaluation Rubric

	Excellent (4)	Good (3)	Adequate (2)	Poor (1)	Unacceptable (0)
<p><b>WRITTEN EXAMINATION SUMMARIES</b>            Pass = Committee average at +2.4; no score below a 2 in greyed categories AND no score below a 1 in others            Rewrite = On first attempt: Committee average at 2.39 or lower &amp;/or a score below a 2 in any of greyed categories OR any score below a 1            Fail = On second attempt: Committee average at 2.39 or lower &amp;/or a score below a 2 in any of greyed categories OR any score below a 1  <b>The written portion must have a “Pass” status BEFORE progressing to the Oral Defense.</b></p>					
<b>THEORETICAL KNOWLEDGE</b>	Exceptionally conversant in broad range of communication theories; strong evidence of insight, and breadth of theoretical knowledge; strong command of relevant vocabulary.	Conversant in broad range of communication theories; evidence breadth of theoretical knowledge; appropriate command of relevant vocabulary.	Conversant in adequate range of communication theories; some evidence of breadth of theoretical knowledge; moderate command of relevant vocabulary.	Conversant only in narrow range of communication theories; little evidence of breadth of theoretical knowledge; inadequate command of relevant vocabulary.	Fails to be conversant regarding communication theories, no evidence of breadth of theoretical knowledge, no command of relevant vocabulary.
<b>ABILITY TO APPLY THEORY</b>	Exceptionally skilled at identifying and applying appropriate communication theories to a wide variety of real-world situations, and in drawing useful and insightful conclusions from such application.	Skilled at identifying and applying appropriate communication theories to a variety of real-world situations, and in drawing useful conclusions from such application.	Adequate at identifying and applying communication theories to real-world situations, and in drawing conclusions from such application.	Struggles to identify and apply communication theories to real-world situations, limited ability to draw conclusions from such application.	Unable to identify or apply communication theories to real-world situations, or to draw conclusions from such application.
<b>RESEARCH METHODS KNOWLEDGE</b>	Exceptionally conversant in broad range of research methods; strong evidence of ability to identify, interpret, and ethically apply appropriate methodologies in a wide variety of situations; strong command of relevant vocabulary.	Conversant in broad range of research methods; evidence of ability to identify, interpret, and ethically apply appropriate methodologies in a variety of situations; appropriate command of relevant vocabulary.	Conversant in adequate range of research methods; some evidence of ability to identify, interpret, and ethically apply appropriate methodologies in a variety of situations; moderate command of relevant vocabulary.	Conversant only in narrow range of research methods; little evidence of ability to identify, interpret, or ethically apply appropriate methodologies in a variety of situations; inadequate command of relevant vocabulary.	Fails to be conversant regarding research methods; no evidence of ability to identify, interpret, or ethically apply appropriate methodologies in a variety of situations; no command of relevant vocabulary.
<b>WRITING STYLE</b>	Writes at a master's level; no grammatical errors or colloquial language present in written work; uses smooth transitions, strong central theses, introductions & conclusions etc.	Writes at a master's level; majority of written work free of grammatical errors; no colloquial language, uses smooth transitions, & has strong central theses, introductions and conclusions etc.	Writes near a master's level; written work predominately free of colloquial language & grammatical errors; has strong theses, some weaknesses in introductions, conclusions, and/or transitions.	Writes below a master's level; grammar errors & colloquial language present in written work; written responses have theses, but do not have strong introductions, conclusions, or transitions.	Writes below a master's level; grammar errors & colloquial language present in written work; written responses do not have theses, have weak or absent introductions, conclusion, and/or transitions.

<b>ABILITY TO ANALYZE INFORMATION</b>	Exceptional ability to "read deeply" (think critically, understand multiple perspectives and multiple levels of meaning) into a wide variety of resources both within and beyond the discipline and to make insightful use of such information.	Strong ability to "read deeply" (think critically, understand multiple perspectives and multiple levels of meaning) into a wide variety of resources both within and beyond the discipline and to make use of such information.	Ability to "read deeply" (think critically, understand multiple perspectives and multiple levels of meaning) into an adequate variety of resources within the discipline and to make use of such information.	Limited ability to "read deeply" (think critically, understand multiple perspectives and multiple levels of meaning) into resources within the discipline or to make use of such information.	Unable to "read deeply" (think critically, understand multiple perspectives and multiple levels of meaning) into resources within the discipline or to make use of such information.
<b>ABILITY TO SYNTHESIZE INFORMATION</b>	Exceptional ability to insightfully integrate concepts and information from wide variety of sources both within and beyond the discipline into arguments and summaries in a manner consistent with the values of the discipline.	Strong ability to integrate concepts and information from variety of sources both within and beyond the discipline into arguments and summaries in a manner consistent with the values of the discipline.	Ability to integrate concepts and information from variety of sources within the discipline into arguments and summaries in a manner consistent with the values of the discipline.	Limited ability to integrate concepts and information from sources within the discipline into arguments and summaries or in a manner consistent with the values of the discipline.	Unable to integrate concepts and information from sources within the discipline into arguments and summaries or in a manner consistent with the values of the discipline.

<b>ORAL EXAMINATION SUMMARIES</b>					
<b>ABILITY TO SUPPORT &amp; DEFEND POSITIONS</b>	Positions are highly compelling and exceptionally clear, and are well supported by a range of clear and appropriate examples.	Positions are compelling and clear, and are well supported by a range of clear and appropriate examples.	Positions are clear, and are supported by clear and appropriate examples.	Positions lack clarity, and are inadequately supported and/or rely on inappropriate examples.	Positions unclear, and are wholly unsupported and/or rely on inappropriate examples.
<b>ABILITY TO ADDRESS QUESTIONS</b>	Exceptional ability to "think on feet;" always listens to and understands questions; able to quickly generate germane responses.	Clear ability to "think on feet;" always listens to and understands questions; able to generate germane responses.	Able to "think on feet;" listens to and understands questions; able to generate relevant responses.	Seldom able to "think on feet;" fails at times to listen to and/or understand questions; struggles to generate relevant responses.	Unable to "think on feet;" fails to listen to and/or understand questions; unable to generate relevant responses.
<b>PROFESSIONAL &amp; ETHICAL Demeanor</b>	Easy, consistent rapport; unselfconscious; non-defensive; respectful; seeks clarification whenever necessary; foresees conflicts and assertively problem-solves; strong mastery of interpersonal interaction skills; exemplary communication skills.	Consistent rapport; unselfconscious; non-defensive; respectful; generally seeks clarification if necessary; notices conflicts and seeks collaborative resolutions; mastery of interpersonal interaction skills; effective communication skills.	Some rapport; occasionally self-conscious; rarely defensive; occasionally distorts/ misunderstands messages and/ or positions; handles conflict reasonably; acceptable interpersonal interaction skills; acceptable communication skills.	Little rapport; often self-conscious; occasionally defensive; occasionally distorts/ misunderstands messages and/ or positions; often treats conflict as "win-lose"; flawed, inconsistent interpersonal interaction skills; weak communication skills.	No rapport; self-conscious; defensive; regularly distorts/ misunderstands messages and/ or positions; aggressively treats conflict as "win-lose"; poor interpersonal interaction skills; poor communication skills.
<p>Exceeds Expectations = Committee average at +3.2; no score below a 3 in greyed categories AND no score below a 2 in others  Meets Expectations = Committee average at +2.4; no score below a 2 in greyed categories AND no score below a 1 in others  Did Not Meet Expectations = Committee average at 2.39 or lower &amp;/or a score below a 2 in any of greyed categories OR any score below a 1</p>					

## Section 5: Life as a Graduate Student

### Important Phone Numbers

*All phone numbers are preceded with 650 if off campus*

Instructional Technology..... 5500

*Note:* Call IT immediately if there are technological problems in the classroom. They can (and will) come immediately if necessary. They will also have questions to be answered if the problem is non-emergent.

SPC Main Office..... 3090

Campus Police (non-emergency)..... 3324

Police Emergency ..... 911

### COMMraderie

COMMraderie is a recognized student-group at SIUE. Membership is completely optional. According to the COMMraderie constitution, COMMraderie will provide a formal structure for communication between Speech Communication graduate students, faculty, and the SIUE community. This organization is intended to offer Speech Communication graduate students a system of support in their academic pursuits and opportunities for further professional development. Furthermore, COMMraderie will provide a forum for graduate students in Speech Communication to come together as a program to foster a sense of community. For more information, contact the Graduate Program Director or the current president of COMMraderie.

### SPCGrads Listserv

Upon entering the SPC graduate program, the Graduate Program Director will subscribe students to the SPCGrads listserv using the email address provided. If the student wishes to have messages sent to a different email address, he or she should unsubscribe the old email address and subscribe the new address. Important information about the graduate program

### Registering for Classes

Typically, the Graduate Program Director will email the graduate students about registering for classes. If the student has not chosen an advisor, the student must contact the Graduate Program Director for advising. If the student has an advisor, the student should meet with him or her to discuss classes for the next semester.

### Deadlines

Students must register for graduation with the Graduate School on or before the first day of the semester in which they will graduate. If writing a thesis, the thesis title must be registered on or before this day as well. These are strict deadlines.

## **Conference Papers**

Graduate students are encouraged to submit their class research papers to various communication conferences. Depending on budget status and student membership in COMMraderie, there might be funds available to help offset travelling and conference expenses.

## **Applying for Ph.D. Programs**

Students who wish to continue on with their education as a Ph.D. student need to begin their search early for a suitable Ph.D. program, as this can be a time consuming process. Deadlines for applications are generally in the middle of January or February for classes that begin the following fall.

### **Statement of Purpose/Letter of Intent**

Admission requirements for graduate programs generally include writing a statement of purpose or letter of intent. In this document, the student should discuss his or her intent to attend the specific graduate program. The student should highlight his or her teaching and research accomplishments. The student should describe how his or her interests and skills correspond with the program's goals. This document should be drafted with the intent to make the program's admission committee "see" the graduate student in their program.

If a Statement of Purpose is required, it should be formatted like an essay, with a header and the student's name at the top. If a Letter of Intent is required, this should be formatted like a formal letter with the student's name and contact information at the bottom.

These documents will need to be tailored toward each individual graduate program.

### **Letters of Recommendation**

Letters of recommendation should generally come from the student's advisor and committee members. The people writing letters should know the student in a positive manner. The letter-writers should also be able to comment on the student's skills and behaviors as a student and/or a teacher. The student should contact potential letter-writers early to determine if they are willing and able to send the letter of recommendation on time. The student should also provide letter-writers with a CV and a description of the graduate program(s). It can also be beneficial to notify the letter-writers of specific behaviors or skills to mention in the letter.

The student should do as much as possible to make it easy on the letter-writers. This includes supplying the letter-writers with addresses to which the letters should be sent. Pre-printed address labels are best. Also, if the student is applying to more than one school, it is best to provide the letter-writers with all schools' information so the letter-writer can write all letters at the same time. It is appropriate to send email reminders to the letter-writers a week before the due date.

If the program requires two letters of recommendation, **ONLY** send two letters. Do not inundate the department secretary and admissions committee with extra materials they did not ask for. The student's Statement of Purpose or Letter of Intent (and additional required materials) should be

received BEFORE the letters of recommendation arrive. This helps the people sorting graduate admission materials.

Remember to thank the letter-writers. This activity is time consuming.

### **Transcripts**

Depending on the program, the student may submit official or unofficial transcripts. Order these early, as they can take some time to be sent. Pay attention to the requirements, as students might be required to send both graduate and undergraduate transcripts.

### **Other Materials**

Often an up-to-date curriculum vita is required. Ensure that the formatting is clean and professional. To see examples of CVs and what to include on them, ask faculty for their CV.

Research or writing samples are another example of materials to submit. These should be representative of the student as a scholar (i.e., The student should not submit a quantitative piece on organizational communication if the student is more of a qualitative interpersonal scholar). Single-authored manuscripts are generally preferred. Thesis chapters are acceptable, but not as notable as a completed research project's manuscript.

If the student is interested in obtaining a teaching assistantship at the Ph.D. level, they may be required to submit a teaching portfolio. This includes materials such as a teaching philosophy, a summary of teaching evaluations (quantitative and qualitative), syllabi, and original teaching ideas.

Again, do not submit more materials than are asked for by the graduate school or department.

## Appendix: Forms

### Proposed Program of Study

During or before the student's third semester in the program, this form must be completed by the student and signed by the student's graduate advisory committee.

### Reference Form For Use By Current SIUE Students

This form can only be used by current students or recent graduates of SIUE, and they can only be completed by SIUE professors.

### Graduate Teaching Assistant Application

### Returning Teaching Assistant Application

### Teaching Assistantship Recommendation Form

### Additional Forms Online

The following additional pdf forms are available on the SPC website

(<http://www.siu.edu/artsandsciences/spc/graduate/forms.shtml>) :

- Application for Graduation
- Graduate Student Request
- Overload & Underload Petition
- Registration of Thesis Title
- Request for Extended Thesis Credit
- SPC 550 Independent Study
- Summer Tuition Waiver
- Thesis Approval

**SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE  
DEPARTMENT OF SPEECH COMMUNICATION**

**PROPOSED PROGRAM OF STUDY**

\_\_\_\_\_  
Name \_\_\_\_\_  
Student ID #

**REQUIREMENTS:** Students must complete at least 33 semester hours for this degree (effective Fall 2009). A foreign language is not required. With approval of the student's advisory committee, no more than a total of 9 hours of 400-level courses and no more than a total of 9 hours of graduate course work from outside the Department of Speech Communication curriculum may be applied toward the minimum of 33 hours. SPC 500 (3 hours) and SPC 501 (3 hours) are required and must be completed with a minimum grade of "B" the first time that they are offered after the student is admitted.

*List all proposed coursework and proposed exit option below. Please provide rationale for any classes selected from outside the SPC curriculum.*

\_\_\_\_ Semester, 20\_\_ 1. \_\_\_\_\_  
Course # and Title \_\_\_\_\_  
Hours

Rationale:

\_\_\_\_ Semester, 20\_\_ 2. \_\_\_\_\_  
Course # and Title \_\_\_\_\_  
Hours

Rationale:

\_\_\_\_ Semester, 20\_\_ 3. \_\_\_\_\_  
Course # and Title \_\_\_\_\_  
Hours

Rationale:

\_\_\_\_ Semester, 20\_\_ 4. \_\_\_\_\_  
Course # and Title \_\_\_\_\_  
Hours

Rationale:

\_\_\_\_ Semester, 20\_\_ 5. \_\_\_\_\_  
Course # and Title \_\_\_\_\_  
Hours

Rationale:

\_\_\_\_ Semester, 20\_\_ 6. \_\_\_\_\_  
Course # and Title \_\_\_\_\_  
Hours

Rationale:

_____ Semester, 20__	7.		
		Course # and Title	Hours
		Rationale:	
_____ Semester, 20__	8.		
		Course # and Title	Hours
		Rationale:	
_____ Semester, 20__	9.		
		Course # and Title	Hours
		Rationale:	
_____ Semester, 20__	10.		
		Course # and Title	Hours
		Rationale:	
_____ Semester, 20__	11.		
		Course # and Title	Hours
		Rationale:	
_____ Semester, 20__	12.		
		Course # and Title	Hours
		Rationale:	

**EXIT OPTION:** (*Check ONE*)

\_\_\_\_\_ None-Thesis Plan: Comprehensive written exams plus oral defense

\_\_\_\_\_ Thesis Plan

You must officially declare one of these two options by the time you have finished 18 semester hours.

Rationale for Choice of Exit Option:

**ADVISORY COMMITTEE:** *Signatures indicate approval of Proposed Plan of Study*

Name                      Signature

Chairperson: \_\_\_\_\_

Member: \_\_\_\_\_

Member: \_\_\_\_\_

**DEPARTMENT OF SPEECH COMMUNICATION  
SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE**

**REFERENCE FORM FOR USE BY CURRENT SIUE STUDENTS**

**Instruction:** Sections I, II, III, and IV to be filled out by the applicant, and section V to be filled out by the recommender (an SIUE professor).

**I. Applicant's name**

\_\_\_\_\_

Last	First	Middle
------	-------	--------

**II. Recommender's name**

\_\_\_\_\_

Last	First	Middle
------	-------	--------

**III. I am applying for:** (Check all that apply)

Admission into the SPC MA program    Teaching Assistantship    Graduate Research Assistantship

**IV. List the courses you have taken under the direction of this recommender.**

Course Number Grade	Course Title	When Taken
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**V. Recommendation**

**1. Please rate the applicant in each area listed below in comparison with other students you have known. Leave blank if you don't have any basis for comparison.**

Characteristics	Outstanding	Very Good	Good	Average	Below Average
Knowledge of the discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research Ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interest in Scholarly Activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written Expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral Expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional Maturity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership Potential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dependability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to Work with Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. I would make the following recommendation for the applicant's admission into the MA in Speech Communication Program: (Check one)**

Strongly Recommend    Recommend    Recommend With Reservations    Do Not Recommend

**I feel that the applicant is qualified to serve as: (Check one)**

Graduate teaching assistant    Graduate research assistant    None

Recommender's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Note: The recommender should submit the reference form to the Graduate Program Director.

## Graduate Teaching Assistant Application

Department of Speech Communication, SIUE  
DUE: March 1 by noon to SPC Dept/Basic Course Director

Please complete the following data (printed legibly or typed).

\*You need to have applied to (or been accepted to) the SIUE Graduate School and the Speech Communication Program in order to apply for this assistantship.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_ Birth date: \_\_\_\_\_

Telephone Number(s) (where it is best to reach you): \_\_\_\_\_

Email Address: \_\_\_\_\_

Undergraduate Schools attended (\*Please attach transcript – unofficial is fine)

College/University	Location	Degree	Major/Minor
--------------------	----------	--------	-------------

_____	_____	_____	_____
_____	_____	_____	_____

Graduate Schools attended (if applicable) (\*Please attach transcript – unofficial is fine)

College/University	Location	Degree	Major/Minor
--------------------	----------	--------	-------------

_____	_____	_____	_____
-------	-------	-------	-------

Professional Experience (if applicable)

Job Position	Employer	Location	Dates
--------------	----------	----------	-------

_____	_____	_____	_____
_____	_____	_____	_____

Submit **two** professional and/or academic references that can speak to your ability/aptitude for teaching. Please have these two people submit the **Teaching Assistant Recommendation Form**. They may also submit an additional letter if they would like (although this is not required). The forms are available at <http://www.siu.edu/artsandsciences/spc/graduate/financial.shtml>. Have them send their form and letter (if desired) to: **Basic Course Director; Speech Communication Department, Campus Box 1772; Edwardsville, IL 62026-1772**). If your references are from SIUE, please be sure that you and your references have signed the Permission Form for Reference Letters.

Please identify the two people who are sending their references:

Name

Position/Title

Phone #

---

---

Please type your answers to the following questions on a separate page (or more) and attach them to this TA application cover page.

1. Why do you want to be a TA? How will being a TA support your long-term goals?
2. Briefly describe your professional and/or academic experiences that have helped prepare you to teach a course such as Interpersonal Communication or Public Speaking. (Please provide any evidence you think is relevant).
3. Tell us what kinds of skills/qualities you have that would make you a good teacher.
4. Discuss which classes you have taken as an undergraduate or graduate student that relate to interpersonal communication and public speaking (and your grade in each of those classes). In addition, highlight the courses on your attached transcript. (Note: the transcript can be an unofficial or "student" version of your transcript).

**Returning Teaching Assistant Application**  
Department of Speech Communication, SIUE  
DUE: March 1 by noon to the Basic Course Director

Please complete the following data (printed legibly or typed).

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_ Birth date: \_\_\_\_\_

Telephone Number(s) (where it is best to reach you): \_\_\_\_\_

Email Address: \_\_\_\_\_

**Returning Teaching Assistantship Duties:**

Teaching assistants teach *two sections* of the Basic Course, either SPC 103 or SPC 105, as assigned by the Basic Course Director. We cannot promise that you will teach the courses of your preference, but the Basic Course Director will consider your preference when assigning courses.

**Returning Teaching Assistant Requirements:**

- Attend all TA training and meetings (as called for by the Basic Course Director)

**Applying for a Teaching Assistantship:**

- Complete this form and submit it to the Basic Course Director no later than March 1 at noon.

Please **type** your answers to the following questions on a separate page (or more) and attach them to this TA application cover page.

1. Why do you want to teach another year?
2. From your Student Evaluations of the Course (if they are available on time):
  - (a) Provide a one-page summary of the statistics from the student evaluations for all the courses that you have taught. (i.e., what was the mean for each item; break it down by class)
  - (b) Provide a summary of the written comments:
    - what did the students see as your strong points?
    - what did the students see as your weak points?Discuss whether or not you agree or disagree with them. If you agree with their comments on your weaknesses, what will you do differently in order to become a better teacher?
3. As a returning TA, we expect that you will take on additional responsibilities by helping the new TAs (i.e., be a resource for them). In what other ways do you see yourself contributing to the department and the course?

**Teaching Assistantship Recommendation Form**  
 Department of Speech Communication  
 Southern Illinois University Edwardsville

Applicants must have two Teaching Assistantship Recommendation Forms submitted by March 1 at noon. Please have your references send this form directly to: Basic Course Director, Department of Speech Communication, Box 1772, Southern Illinois University Edwardsville, Edwardsville, Illinois 62026-1772. Forms can also be faxed to 618-650-2038. For further questions, please call 618-650-3090.

**Student's Name:** \_\_\_\_\_

**Reference Name:** \_\_\_\_\_ Department: \_\_\_\_\_

University: \_\_\_\_\_

**1) Please indicate the student's communication skills/strengths in relation to the teaching assistantship**

Please check one:

	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>
Interpersonal				
Presentational				
Listening				
Writing				

**2) Please explain potential weaknesses of the student in relation to the teaching assistantship:**

**3) Please indicate the student's overall suitability as a representative of the department**

Please check one:

	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>
Attitude				
Appearance				
Maturity				
Leadership				
Professionalism				
Dependability				
Knowledge of the Field				

**4) Additional Comments. You may attach an additional letter if you wish:**

**5) Overall, indicate if you would recommend this individual for a teaching assistantship. Please check one:**

**Recommend**       **Recommend with reservations**       **Do not recommend**

Please explain any reservations (if necessary):

\_\_\_\_\_  
(Reference Signature)

\_\_\_\_\_  
Date



Recommendation Permission Form: Department of Speech Communication

I give permission for \_\_\_\_\_ to write a letter of recommendation to:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ has permission to include my grades and academic performance in this letter.

*I waive / do not waive my right to review a copy of this letter at any time in the future.*

\_\_\_\_\_

Signed

\_\_\_\_\_

Date

\_\_\_\_\_

Name of Student (please print)

SIUE I.D.: \_\_\_\_\_