



Graduate Course Offerings Spring 2025

COM 517 – ADVANCED COMMUNICATION RESEARCH METHODS

Science Communication MS Elective Option; 3 Credits

An advanced exploration of data analysis techniques commonly employed in the field of communication and related social science disciplines. Students will build on their foundational knowledge of communication research methods to explore more advanced concepts, data analysis procedures, and practice analyzing data with a commonly used statistical package (e.g., Statistical Package for the Social Sciences, SPSS). Instruction will be provided on how to employ SPSS to conduct a variety of specific analysis techniques such as descriptive statistics, analysis of variance, correlation and regression, and exploratory factor analysis. Prerequisite: COM 516

Section S30: This section meets online synchronously on Wednesdays from 5:00 PM to 7:50 PM EST.

COM 526 – BUILDING AND ASSESSING COMMUNICATION STRATEGIES

Science Communication MS Requirement; AGC Elective Option; 3 Credits

A comprehensive overview of strategic communication focused on advancing effective communication about science and related fields (e.g., health, technology, engineering, math) in institutionally diverse settings. Students learn to build and assess strategic communication campaigns based in 21st century communication practices. Grounded in ethics and the concept of principled public relations, students learn core skills and practice that enable them to work as effective science communication practitioners in an era of misinformation and information overload. Because project management is critical to advancing successful strategic communication efforts, students will also learn project management skills through the design and implementation of a targeted communication plan.

Section S30: This section meets online synchronously on Mondays from 5:00 PM to 7:50 PM EST.

COM 565 – FOUNDATIONS OF SCIENCE COMMUNICATION

Science Communication MS and AGC Requirement; 3 Credits

A foundational course in science communication and an introduction to the Alda Method®. Students will learn about evidence-based approaches to communicate scientific concepts and data accurately and effectively to diverse audiences. Through an exploration of science communication literature and applied-improvisational theater exercises, students build communication skills to help them understand, connect, relate, and adapt to various audiences such as peers, professors, employers, policy makers, funders, journalists, and the public. Students hone their written and oral science communication skills by creating, delivering, and evaluating audience-centered messaging.

Section S01: This section meets in-person on Tuesdays from 9:30 AM to 12:20 PM EST.

Section S02: This section meets in-person on Mondays from 3:30 PM to 6:20 PM EST.



COM 583 – PRINCIPLES OF INCLUSIVE ENGAGEMENT

Science Communication MS and Journalism MS Requirement; AGC Elective Option; 3 Credits

An exploration of the role of communication in facilitating conversations that acknowledge and are inclusive of individual and group differences. Students will learn how individual and group differences can become disadvantages, the role of communication in developing responses to such disadvantages, and how differences can also become offers of discovery, development, and depth. Students will learn to engage others through communication that is inclusive, empathetic, and just. Among the techniques explored in this course are applied-improvisational theater exercises that will help students connect with others, pay close and dynamic attention, read nonverbal cues, respond freely, and work through nerves and self-consciousness in a variety of communication settings.

Section S30: This section meets online synchronously on Thursdays from 6:30 PM to 9:20 PM EST.

COM 599 – PROJECT WORK IN SCIENCE COMMUNICATION

Science Communication AGC Requirement (Typically completed in last semester); 3 Credits

A culminating experience for students in the Advanced Graduate Certificate in Science Communication. Students work individually or in groups to plan, design, and complete a capstone project rooted in science communication. Projects should allow students to apply what they have learned about science communication to a real-world context. Examples may include but are not limited to competing in science communication competitions, creating podcasts, writing book chapters, recording educational videos, designing a social media campaign, and/or creating outreach opportunities in the community. Students will submit a project proposal and participate in peer workshops sessions to offer and receive feedback on their work throughout the semester. Students will formally present their work to peers, faculty, and members of the campus/community at the conclusion of the course.

Section S30: This section meets online synchronously on Fridays from 11:00 AM to 1:50 PM EST.

COM 605 – ENVIRONMENTAL COMMUNICATION

Science Communication MS and AGC Elective Option; 3 Credits

An overview of the empirical and theoretical foundations of environmental communication. This course will examine scholarship from the nascent days of the environmental movement to modern day research often focused on addressing the climate crisis. How experts, the public, and policy-makers interact with and perform environmental communication will be of considerable interest in this course. By analyzing broader public discourses about environmental topics such as environmental disasters and renewable energy, a deeper understanding of how our values and the environment are related will be reached. Students will also be expected to engage in environmental communication research during the course.

Section S30: This section meets online synchronously on Thursdays from 2:00 PM to 4:50 PM EST.



COM 699 – MASTER’S PROJECT IN SCIENCE COMMUNICATION

Science Communication MS Requirement (Typically completed in last semester); 3 Credits

A culminating experience for students in the MS in Science Communication. Students will identify and secure a faculty mentor under whom they will work independently to plan, design, and complete a research-based, science communication project. The project should reflect what students have cumulatively learned in the program and respond to the needs of an organization, community, or stakeholder group. Projects may take the form of original research intended for submission to an academic conference or translational research that informs the content development for a specific audience (e.g., educational module, communication campaign, social media strategy, etc.). Each project will have written, visual, and/or interactive components. Students will formally present their work to peers, faculty, and members of the campus/community at the conclusion of the course.

Student and faculty advisor work together to determine meeting schedule.

JRN 520 – MULTIMEDIA JOURNALISM

Journalism MS Requirement; 3 Credits

An exploration into presenting news and feature stories in a digital era. Students will learn both conceptual and practical skills to help them develop targeted, meaningful stories for a variety of digital platforms (e.g., online news outlets, social media, apps, etc.). They will explore issues raised by the migration of news to the web, including questions of privacy and credibility, challenges to traditional journalistic standards, and the increased presence of public opinion. Students will also practice using digital tools such as photography, video, and information-rich graphics. Note: Students must obtain access to Adobe Creative Cloud and download the following Adobe apps to their personal computers to complete assignments: Audition, Bridge, Camera Raw, Photoshop, and Premiere.

Section SO1: This section meets in-person on Tuesdays from 5:00 PM to 7:50 PM EST.

JRN 544 – FREELANCE WRITING

Journalism MS Elective Option; 3 Credits

An exploration of the world of freelance writing, focused on teaching skills and competencies to make a living as a freelance journalist. Students will learn to compellingly speak to a completely different set of editors and audiences from one piece to the next; negotiate their compensation and terms of publication, which can vary significantly from one outlet to the next; build a readership and authorial identity that transcends any specific outlet or institution, while also trying to cultivate relationships with readers and editors at publications they repeatedly publish in; and prepare for rejection with strategies for how to learn from and respond to rejection. Students will develop and attempt to place freelance work in mainstream media outlets and begin to develop a portfolio of clips and/or essays in progress that can be used as springboard to help launch a writing career.

Section SO1: This section meets in-person on Mondays from 5:00 PM to 7:50 PM EST.

JRN 590/390 – SPECIAL TOPICS IN JOURNALISM: SPORTS BROADCASTING



Journalism MS Elective Option; 3 Credits

This course is designed to prepare students to report, write and produce broadcast sports stories, from event coverage to news to behind-the-scenes issues that resonate in the world of sports. The course is also designed to define the challenges and opportunities that are unique to the coverage of sports. Upon completion of this course, students should be as comfortable covering a basketball game as covering a breaking news story or a government hearing on steroid use in sports. The course will also introduce students to the various roles of game-day productions of live sporting events, content creation and social media in sports.

Note: Graduate students may enroll in this undergraduate course but will be required to complete additional readings and/or assignments to earn graduate-level credit

Section SO1: This section meets in-person on Mondays & Wednesdays from 2:00 PM to 3:20 PM EST.

JRN 600 – MASTER’S PROJECT IN JOURNALISM

Journalism MS Requirement (Typically completed in last semester); 3 Credits

A culminating experience for students in the MS in Journalism. Students will identify and secure a faculty mentor under whom they will work independently to plan, design, and complete a journalistic project of their choice. The project should reflect what students have cumulatively learned in the program and address the needs of an organization, community, or stakeholder group. Each project will have written, visual, and/or interactive components. Students will formally present their work to peers, faculty, and members of the campus/community at the conclusion of the course.

Student and faculty advisor work together to determine meeting schedule.