

UF UNIVERSITY of
FLORIDA

College of Journalism
& Communications
Division of Graduate Studies

Professor and Associate Dean
Debbie Treise, Ph.D.
Graduate Studies

Program Assistants
Jody Hedge
Graduate Student Records

Kimberly Holloway
Assistantships and Fellowships

Sarah G. Lee
Admissions

Master's Handbook 2008-2009

Contact Information

Division of Graduate Studies
2000 Weimer Hall
PO Box 118400
Gainesville, FL 32611-8400

Telephone: 352-392-6557
Fax: 352-392-1794
[Http://www.jou.ufl.edu/grad/](http://www.jou.ufl.edu/grad/)
Email: gradapps@jou.ufl.edu

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Communications
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Master's Handbook

2008 - 2009

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ABOUT THE MASTER'S HANDBOOK

Welcome to the College of Journalism and Communications at the University of Florida. This handbook is intended to help you understand how to approach graduate studies in our College, so please read it carefully. The policies detailed here are set by the faculty members in this college. The handbook is supplemented with updates on Graduate Division bulletin boards and emails.

The handbook is intended to be read in conjunction with the Graduate Catalog that is available online at <http://gradschool.rgp.ufl.edu/students/catalog.html>. Requirements listed in the *Graduate Catalog* (a volume of *The University Record*) in effect when a student enters always constitute the last word. In other words, the *Master's Handbook* takes up where the *Graduate Catalog* stops. Students graduate under the catalog in effect at the time of their initial enrollments as degree-seeking students at UF provided they maintain continuous enrollment. Students who do not maintain continuous enrollment will use the catalog in effect at the time enrollment is resumed.

“It is the responsibility of the graduate student to become informed and to observe all regulations and procedures required by the program the student is pursuing. . . . Ignorance of a rule does not constitute a basis for waiving that rule.”

--Graduate School Catalog

In addition, you should familiarize yourself with the requirements in the publications listed below as well as online at <http://gradschool.rgp.ufl.edu/> and <http://gradschool.rgp.ufl.edu/editorial/introduction.html>

DEADLINE DATES

All graduate school deadline dates are available online at <http://gradschool.rgp.ufl.edu/students/critical-dates-and-deadlines.html>

CHECKLIST FOR MASTER'S THESES

This checklist is an essential guide to help you through the thesis process and can be found online at <http://gradschool.ufl.edu/editorial/introduction.html>

THE UNIVERSITY CALENDAR

The calendar is published in the *Graduate Catalog* and online at <http://www.registrar.ufl.edu/>

THE UNIVERSITY GRADUATE STUDENT HANDBOOK

This handbook is available online at <http://ufgradschool.premierplanner.org/> and a copy will be placed in your mailbox at the beginning of each fall term. First semester students will receive their first copy at the University Orientation session. The handbook is intended to assist you by providing helpful information and reference material in a useful format. It also includes a daily planner complete with deadline dates.

DEGREE PLAN

The degree plans for each specialty are available in the Graduate Division in Weimer Hall as well as on the College of Journalism and Communications, Graduate Studies, web page at <http://www.jou.ufl.edu/grad/degreeplans.asp> Other than the core courses, in some cases it may be possible to substitute other courses for those listed in sections of the degree plan. Check with your adviser to determine whether specific courses may be acceptable as part of your degree plan.

ON LINE INFORMATION

For Graduate School information please see <http://gradschool.rgp.ufl.edu/students/introduction.html>

ACADEMIC HONESTY

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

Plagiarism: Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

Cheating: Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

Research integrity: The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity.

Misrepresenting data reported in a thesis or dissertation is a clear violation of the rules and requirements of academic integrity and honesty.

Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

GRADUATE STUDY IN THE COLLEGE

The College places great emphasis on developing the potential of each individual graduate student. To that end, it offers a variety of specialties for qualified graduate students and helps students develop individualized plans for their study.

DEGREE PROGRAMS AND SPECIALTIES

The College offers, through its Division of Graduate Studies, college-wide graduate degree programs, with faculties drawn from the four undergraduate departments. All college faculty members hold an appointment in one of the undergraduate departments: Advertising, Journalism, Public Relations, and Telecommunication. The master's program leads to a degree bearing the title Master of Arts in Mass Communication (MAMC). The College also offers a specialized master's degree in advertising management (MADV) and a joint MA/JD in conjunction with the College of Law. The joint degree plan with the College of Law provides both a Juris Doctor and an MAMC and requires a student to be admitted into the second program no later than two semesters before graduating from the first program. The student must apply for admission to both the College of Law and the College of Journalism and Communications. The College's doctoral degree program is described in detail in a separate handbook.

Master's students may choose, within the general mass communication major, from among a number of specialties: journalism (thesis, non-thesis or project), public relations (thesis or project), telecommunication (thesis, nonthesis, or project), documentary production (project), international communication (thesis), mass communication law (thesis), political campaigning (thesis and nonthesis), science/ health communication (thesis, project/series of articles), or an individually designed specialty (thesis or project), in the specialization called mass communication.

Master's students pursuing the MADV degree take classes in the advertising specialty and can pursue either a thesis or project track. The MADV program is designed to develop leaders in the profession by providing students with (1) the theoretical, research and decision-making skills essential for strategic advertising and integrated communications planning, as well as (2) the opportunity to develop expertise in a specialized area such as account management, research, creative strategy, media planning, new technology and advertising sales management.

MASS COMMUNICATION BACKGROUND

Students admitted to the master's program who are judged by the appropriate graduate specialty coordinator to be deficient in some mass communication skills or knowledge, must achieve a minimum level of competence. Typically, students must master specific undergraduate articulation course material at the same time they study in graduate courses.

STATISTICS REQUIREMENT

Some specializations require that master's students take a course in statistics if they have not done so in their undergraduate programs. The requirement may be fulfilled by obtaining a grade of "C" or better in a graduate level statistics course at the University of Florida (for instance, STA 6126) or in a graduate or undergraduate course at another institution. The course may be taken before graduate study begins at the University of Florida. Please consult with your adviser or check the degree plan for your specialization to determine if you must have statistics.

ACADEMIC ADVISERS

The graduate coordinator usually serves as the initial academic adviser and is the first place to go for assistance. Students may select a new adviser once research and specialty interests have been clarified. The adviser must be a member of the graduate faculty.

When the supervisory committee is formed, the chair of the committee becomes the student's official adviser. At this point, the committee chairperson, not the graduate coordinator, has primary responsibility for determining what courses the student should take.

WHERE ELSE TO GO FOR HELP

The University of Florida enrolls more than 48,000 students. Sometimes that number may seem quite daunting if you are coming from a smaller institution. However, the University has several places to go for assistance. And, of course, you should always feel free to contact the Division of Graduate Studies staff in Weimer Hall.

TOPIC	WHERE TO GO
Academics	Academic adviser
Complaints	Academic adviser or Graduate Student Association Officer
International Students	International Center (the Hub)
Financial Aid	UF Financial Aid Office (Criser Hall)
College Fellowships and/or Assistantships	Division of Graduate Studies(Weimer Hall)
UF Fellowship Application	Graduate School (Grinter Hall)
Housing	UF Housing Division

MASTER'S PROGRAM POLICY

Each student must prepare a degree plan, which includes a list of courses to be completed in partial fulfillment of degree requirements. Plans must be signed by the student, the academic adviser, and the associate dean for graduate studies. Degree plan forms are available in the Division of Graduate Studies office or online at <http://www.jou.ufl.edu/grad/degreeplans.asp> Each specialty has a separate form to facilitate preparation of the plan. In the semester prior to graduation, the student should review the degree plan with their academic adviser. Ideally, degree plans are completed early in the student's program, usually by the end of the student's first semester or as early as possible in the second semester. Degree plans can be changed over the course of the student's program but any changes must be approved by the student's academic adviser. A signed degree plan must be attached to the student's supervisory committee form at the time of submission to the Division of Graduate Studies.

GENERAL REQUIREMENTS

A minimum of 30 credits is required for the degree of Master of Arts in Mass Communication. The total excludes statistics and any undergraduate articulation requirements. Depending on the student's career goal, however, and the specialization followed, the total number of credits required in a degree plan may be as many as 39 (or more if the student does not have required background or a bachelor's degree in the specialty).

Although tracks differ in their requirements, thesis and project students are required to earn a *minimum* of 30 credits including a minimum of 4 and a maximum of 6 hours of MMC 6971 (6973 for project students). Nonthesis students are required to have a minimum of 35 credits with no more than 6 credits of S/U graded courses counted to meet the minimum requirements. All courses must be numbered 5000 or above. Students must take all courses for a letter grade unless the course is listed in the university's catalog as carrying the S/U grade.

See individual degree plans for total number and distribution of credits required.

PREREQUISITES

Prerequisite mass communication articulation courses may be required of students without an approved undergraduate degree or equivalent experience in the graduate specialty. Prerequisites are added to the graduate degree requirements and do not satisfy the credit minimum. Exact requirements are determined in consultation between student and adviser.

-Articulation courses are only those courses designated by the department on the degree plan.

-Students may register for required undergraduate *articulation* courses. However, credits for these courses will not count toward the student's degree plan, but do count toward the student's GPA.

-No student may take undergraduate *articulation* courses under an MMC 6905 designation.

UNDERGRADUATE COURSES

No undergraduate courses may be taken for credit on the degree plan. However, if a student takes a 3000- or 4000-level course for graduate credit, the student must first secure the approvals of the student's adviser and the instructor of the course. Please be advised that faculty members are not obligated to accept the student's request to take the class at graduate level and may refuse the request. If the student's advisor and the course instructor agree with the request, the course must be taken as a graduate-level independent study course (MMC 6905), and using the MMC 6905 Independent Study Form, the student must contract with the course professor for extra work to take the course to a graduate level.

COURSE DISTRIBUTION REQUIREMENTS

Students' needs differ, so the College has built flexibility into the program in two ways:

1. Through the MAMC specializations (including one for individually designed programs of study), each with a sequence of courses listed in the curriculum. Students are admitted to the specialization that best matches their career plans.
2. Through electives, either among the subject specialization courses for most specializations or outside. Students should choose electives not simply for convenience. Electives are placed in the curriculum so that students, in consultation with advisers, can make adjustments to the curriculum to match their backgrounds and proposed careers.

NON-CLASSROOM COURSES

The master's program has four courses (other than the thesis research and project courses) that do not normally involve classroom participation. The four are COM 6940--Supervised Teaching, MMC 6905--Individual Work, MMC 6910--Supervised Research, and MMC 6949--Internship. Consult the *Graduate Catalog* for details about these courses. Maximum credits students may take in the courses throughout their graduate careers are listed in the catalog. Requirements for the thesis and internship courses are discussed in detail later in the handbook.

If a student wants to register for a non-classroom course, the form (available in the Division of Graduate Studies) and an attachment describing the proposed work and method of evaluation, must be approved by the supervising professor, adviser, and associate dean for graduate studies. After receiving the appropriate approvals, the student will submit the form to 2014 Weimer Hall, Division of Graduate Studies, for registration.

Proposals for independent study, taken as Individual Work, must show evidence that the expectations will go beyond that expected for any similar courses at the undergraduate level. Proposals must include:

- ◆ the sub-topics to be studied,
- ◆ the resources (readings and such) to be used,
- ◆ the requirements for completion, and
- ◆ the method of evaluation (basis on which the work will be graded).

Typically, students taking Individual Work must conduct original research. Building on an exhaustive search of the literature, students must make an original contribution to the understanding of mass communication. The finished products ideally would be accepted for publication or presentation at a conference. Regular meetings with the course supervisor must be scheduled. The course supervisor **MUST** be a graduate faculty member or be closely supervised by one. Graduate students cannot be the instructor of record for any independent study courses.

In the case of Supervised Teaching or Supervised Research, proposals must include:

- ◆ the goal of the activity,
- ◆ the specific duties to be fulfilled,
- ◆ how often and for how long the student will confer with the instructor, and
- ◆ the method of evaluation.

The student should discuss the required information with the person supervising the course and present the completed form and accompanying details (typed) for the supervisor's approval. Forms are available in wall racks in the Division of Graduate Studies. A completed proposal, including the signed form, must be submitted to the Division of Graduate Studies before classes begin. Students must have the signature of the instructor to be registered for the course.

MINOR OR SUPPORTING FIELDS

Elective credits may be applied toward either a minor or supporting field. Elective courses also may stand alone, without being placed into one of the groupings.

MINOR

A student may choose a minor as part of the approved electives. A minor is defined by the university as a discipline offered by a department outside the College. For most subjects, the student may secure an official minor by taking six to nine semester hours in the minor department at the graduate level. Some departments require a greater number of credits or specific courses; check with the department in which you seek to complete the minor. A faculty member from the minor department must serve on the supervisory committee for the final oral or written comprehensive examination. The thesis research must bear relevance to the minor as well as the major field of study.

SUPPORTING FIELD

The student may concentrate electives in a supporting field. A supporting field requires six to nine credits outside the College. Unlike the minor, a supporting field does not require that a representative of the field serve on the student's supervisory committee or that the student's thesis pertain to the field of study. Course combinations from more than one discipline, if approved by the student's academic adviser and the associate dean for graduate studies (in the college), may make up the supporting field.

AREA STUDIES

One type of supporting field is the traditional area study. The student completes courses offered by different departments that all focus on one geographical area. The university has strengths in Latin America, Africa, Europe and Asia.

Graduate Certificate in Latin American Studies--UF master's students may earn a graduate certificate in Latin American Studies along with their degree in mass communication. The certificate constitutes formal recognition of a master's program incorporating Latin American course work. For information see the website at <http://www.latam.ufl.edu/>.

African Studies – UF master's students may earn a graduate certificate in African Studies along with their degree in mass communication. The certificate constitutes formal recognition of a master's program incorporating African Studies course work. Please contact the African Studies office at 427 Grinter Hall for additional information or see the following site <http://web.africa.ufl.edu/>.

Global Studies Center—see the following site: <http://www.ufic.ufl.edu/tgsc.htm>.

TIME LIMIT

All work to be counted toward the MAMC must be completed within seven years immediately preceding the date on which the degree is to be awarded. Any transfer work must fall within the seven years.

READMISSION

Graduate students who do not enroll at UF for two consecutive terms, including any summer term, must apply for readmission. Readmission is not guaranteed and is subject to the availability of space in the program. It is strongly advised that students who wish to take a leave of absence for two or more consecutive terms obtain prior written approval from their department. Students who skip a single term will be scheduled automatically for a registration appointment for one additional term. Readmission applications are available online <http://www.admissions.ufl.edu/grad/readmission.html>. There is a readmission fee. The student will be required to prepare a new degree plan, valid for the program in effect at time of resumption of studies and any prior degree plans will be considered invalid. Students graduate under the catalog in effect at the time of their initial enrollments as degree-seeking students at UF provided they maintain continuous enrollment. Students who do not maintain continuous enrollment will use the catalog in effect at the time enrollment is resumed.

TRANSFER OF COURSES

Students may petition the Graduate School for permission to transfer up to nine (9) semester hours into the MAMC program from an institution approved by the Graduate School, or 15 semester hours from post-baccalaureate work at UF.

All transferred work must be at the graduate (5000 or 6000) level and must carry grades of A or B. Upon completion of the Transfer of Credit form, a student may receive credit for appropriate courses. The form must be submitted during the first term as a graduate student. Obtain the required form in the Division of Graduate Studies or online at <http://www.jou.ufl.edu/grad/forms/>

The Graduate School computes courses transferred in from a post-baccalaureate status in the GPA, but only if the post-baccalaureate courses were taken at UF. Courses transferred into the program from another institution are credited to total hours, but are excluded from GPA computation.

UNSATISFACTORY PROGRESS

Any student may be denied further registration in the university or in a graduate major if progress toward the completion of the planned program becomes unsatisfactory to the College or the dean of the Graduate School. The Graduate School defines unsatisfactory progress as failure to maintain a cumulative overall GPA of 3.0 (B) or a cumulative major GPA of 3.0 (B). Students who declare a minor must maintain a 3.0 GPA in the minor. Grades of incomplete may well lead to a GPA problem.

The College has defined unsatisfactory progress more severely than the Graduate School. Beyond considering a GPA of less than 3.0 as unsatisfactory, the College also considers as unsatisfactory progress receipt of grades below B-. See probation and suspension, below.

COMPUTING THE GPA

The Graduate School computes two GPAs for all students, overall and major. For students with a minor, the Graduate School also computes a minor GPA. The major GPA includes only graduate courses in the College. In computing the overall GPA, the Graduate School counts all courses at the 5000 level or above and 3000/4000 level outside the major taken while the student has been classified as a 7, 8, or 9. Students may repeat courses in which they earn failing grades. The grade points from both the first and second attempts will be included in the computation of the GPA, but the student will receive credits only for the second attempt. When computing the GPA, the Graduate School does not round up fractions. Thus, a 2.99 GPA fails to meet the 3.0 requirement.

Courses receiving grades of satisfactory/unsatisfactory (S/U) are excluded in GPA computation, as are correspondence courses and courses at the freshman and sophomore (1000/2000) levels. The Graduate School also excludes any courses at the junior and senior (3000/4000) levels if in a student's major. Hours at the 1000/2000 level may not count toward residency or toward the total credits required for a degree. Courses designated with a grade of H (used only in special situations when the work is expected to be developed over a period of time greater than a single term) are excluded until such time as grade changes are processed. All H grades must be cleared prior to graduation. The grade of H is *not* a substitute for a grade of S, U, or I. Courses for which H grades are appropriate are noted in their catalog descriptions and must be approved by the Graduate Curriculum Committee and the Graduate School.

GRADES OF INCOMPLETE OR UNSATISFACTORY

Grades of I (incomplete) or U (unsatisfactory) must be removed by the deadline stated in The University Calendar. If a grade of I has not been changed to an A-E letter grade by the end of the term following the one in which the grade was assigned, it will be retained on the record with a notation on the transcript that the grade will be computed as an E when calculating the grade point average. An I or U grade constitutes violation of probation or conditional status.

Grades of I (incomplete) cannot be given for a graduate level S/U course.

Courses in which students receive grades of U do not meet the Graduate Council's standard of satisfactory performance. Accordingly, such grades either must be changed or the Graduate School must approve a petition setting forth the reasons why the student should be allowed to graduate with the U grade on the record.

PROBATION

Students may be placed on probation if their progress becomes unsatisfactory. The associate dean for graduate studies will attempt to contact any student whose grade point has fallen below 3.0. However, the student bears the responsibility of determining whether the grade point average is sufficient to remain on regular status. If it is not, **the student must confer with the associate dean for graduate studies at the start of the first term during which the GPA stands below 3.0.**

The University is expected to allow grades of B- in the near future. At that time our minimum grade requirement will change from C+ to B-, see below.

Any student who receives one grade below C+ (until the new policy takes effect) will be placed on probation, with the exception of courses taken from the Levin College of Law. For these courses, any student receiving one grade below C in any course from the Levin College of Law will be placed on probation.

The student will be required to achieve or maintain a cumulative major GPA and overall GPA of 3.0 or higher and earn no further grades lower than C+ (until the new policy takes effect), with the exception of courses taken from the Levin College of Law, for which the C will apply, by the end of the next academic term in residence and to gain approval of a plan to improve grades prepared by the student. A student who fails to satisfy the requirements will be suspended from graduate studies.

The Graduate Committee will assign probationary status to a student who has made unsatisfactory progress. If a student fails to meet the conditions of probation, the student's records will be flagged and future registration will be forbidden until the Graduate Committee approves lifting the flag. The student must petition the Graduate Committee in writing for reinstatement to good standing.

SUSPENSION

The official University definition of suspension is, "The student is required to leave the University for a given or indefinite period of time, the termination of which shall depend upon specified acts of the student's own volition related to mitigation of the offense committed. The student must comply with all sanctions prior to re-admission." The College does not guarantee readmission, it is subject to review by the Graduate Committee.

Any student who accumulates two grades below C+ (until the new policy takes effect and with the exclusion of courses taken from the Levin College of Law) during his or her graduate studies will be suspended, as will any student who receives one grade of D+ or lower at any time during his or her graduate studies. The College may suspend students who

violate academic norms, as for example through plagiarizing, or who are found to have misrepresented themselves in applying for admission or financial aid.

When a student is suspended, the student's records will be flagged and future registration will be forbidden until the Graduate Committee approves lifting the flag

CONDITIONAL ADMISSION

Any student admitted to the graduate program conditionally must satisfy the conditions stated in the admission letter. Fulfillment of conditions must be certified in writing by the associate dean for graduate studies. If a student fails to meet the conditions of admission, the student will be placed on probation or suspended and new conditions will be imposed. If the student is placed on probation and the new conditions are not met, the student will be suspended. Exception will be granted only on approval of a written petition to the Graduate Committee for approval of continued registration.

DROPPING OR ADDING COURSES

At the beginning of a semester, students may drop or add courses by securing approval of the appropriate department. After the drop/add period, however, students are expected to complete all courses for which they are enrolled. Students may be administratively dropped from a class if they miss the first week's meetings, unless they notify the instructor before the first week and have an acceptable excuse such as a medical or family emergency.

Students who find it necessary to drop a course after drop/add must submit a petition to, and obtain permission from, the associate dean for Graduate Studies and the Graduate School. Late in the term, students may not drop a course without permission of the dean of the Graduate School.

Permission to drop a course generally grows increasingly difficult as the semester progresses. Even if students drop a course early in the term, the university probably will not refund tuition. University petition committees may grant approval to drop if students present grounds beyond their control, such as illness, accidents, or other problems that affect ability to complete the course. Petitions may be denied; students should continue to participate in their courses until committee action. Doing poorly in a course constitutes insufficient grounds for granting permission to drop it (assuming that the student was qualified to enroll in the course in terms of prerequisites).

To drop a course after the official deadline, a student should visit the Graduate Division to obtain a Course Schedule Change Request form. The form requires signatures of the student, academic adviser and associate dean. To add a class, the student must also have the signature of the instructor of the course to be added. After completion of the form, the student should return it to the Graduate Division and obtain the actual Course Schedule Change form which should be signed by the student and the associate dean. The student will then take the form to 106 Grinter Hall for graduate school approval before completing the process in 222 Criser Hall. Excessive drops are not allowed. Ordinarily, more than two drops are considered excessive.

MISCELLANEOUS PETITIONS

Students must petition to take fewer than 10 credits in fall or spring and fewer than 8 credits in summer (a "light load" petition) unless they hold an assistantship. They also must petition to receive exemption from a core course, to continue in attendance after failing to meet criteria spelled out in a conditional admission or probation status, to register for an undergraduate course, or to deviate from any other rules or regulations regarding graduate study. The petition form (available in the Graduate Division) will be placed in the student's academic file as a written record of action. The chair of the supervisory committee or, if the committee has not yet been named, the academic adviser, typically must act on the petition before it is reviewed.

Any time the student receives permission to deviate from usual policy governing the MAMC program, signed and dated written confirmation of the action is advised. A copy of the confirmation should be placed in the student's academic file. Failure to place documentation of deviation from the usual policy into the file may delay graduation.

Students who wish to petition for changes in grades they have received do so through the College Grade Appeals Committee. The chair of the committee should be contacted regarding procedure. Students may obtain the chair's name through the office of the dean of the College.

MINIMUM REGISTRATION

All students in the College, unless on assistantship, must register for a full-time load unless they obtain a written waiver from the associate dean for graduate studies. In the fall and spring terms, a full-time load is 10-12 credits or more. In summer terms the number of credits required is a total of 8 in any combination over summer terms A, B, or C. Permission to carry less than a full-time load is normally given when a student must work full-time or has health problems, commuting problems, or special home conditions. A waiver must be obtained BEFORE the affected term starts. If registering in a term, **in no case may a student register for fewer than three credits in either the spring or fall semesters or two credits in the summer semester.**

Graduate assistants are not required to obtain a waiver from the 12-credit rule. They are covered by a separate rule, enforced throughout the State University System, which may be waived only by the dean of the Graduate School. Petitions should be sent directly to the dean of the Graduate School; they will not be supported by the College. The rule requires graduate assistants to register for credits based on the percent of assistantship.

Students who will graduate in a fall or spring semester must register for at least three credits in their final term of study. August graduates need sign up for only two credits during a summer term. Thesis master's students must take the final term's minimum credits in MMC 6971--Thesis Research. Nonthesis students must register for credits that count toward the degree or, if all required credits have been completed, for MMC 6910--Supervised Research. Project students must take the final term's minimum credits in MMC 6973—Project in Lieu of Thesis, and Documentary Project students enroll in RTV 6973.

DEGREE REQUIREMENTS

Thesis, project and nonthesis specializations share some requirements and differ on others. All master's students must have a supervisory committee and prepare a degree plan, obtain the required approvals, and follow the plan or modify it as changes arise. Thesis students must, in the final oral examination, successfully defend the thesis. Project students must, in the final oral examination, successfully defend the project. Nonthesis students must satisfactorily complete an internship and a written comprehensive final examination.

APPOINTMENT OF SUPERVISORY COMMITTEE

All master's students are required to have a supervisory committee. Graduate School policy requires that a supervisory committee be appointed **before the completion of two terms or 12 credits, whichever comes later.** Supervisory committees will NOT be formed in the term of graduation.

The student's supervisory committee chair will act as academic adviser for the remainder of the master's program.

The supervisory committee both helps the student and examines the quality of the student's work. Committee members should be chosen with a view to their expertise and qualifications. The student should consult with the committee chair and committee members about academic problems in general, the comprehensive written final examination or the thesis and comprehensive oral final examination. Although candidates for the MAMC must be approved at various levels, the committee's decision is considered crucial.

The associate dean for graduate studies approves the student's committee, followed by the dean of the College of Journalism and Communications. The student must propose the committee members and obtain their signatures on the supervisory committee form.

To propose the members, students should use the form "Recommendation and Certification of Appointment of Supervisory Committee," available from the Division of Graduate Studies or on the website at <http://www.jou.ufl.edu/grad/forms/> . Please return the completed form to 2014 Weimer Hall for processing. **A copy of the student's degree plan must be attached to the supervisory committee form.** The committee chair should review the degree plan and sign indicating approval of the courses listed.

Master's students planning a thesis must submit a prospectus with the supervisory committee information and degree plan. The prospectus must include a statement of the research problem, description of the method planned for examining the problem, and a preliminary bibliography. The document also must include an explanation of the theoretical or methodological expertise necessary for the thesis topic and the appropriate expertise of each committee member. The

relevant expertise of the committee chair shall be explained in no less than one paragraph. The explanation for each other member shall be presented in at least one sentence apiece.

Project students will be required to conduct background research and compile a literature review and provide a thorough description of the methods to be employed to complete the project. All members of the supervisory committee must approve the literature review and methods before work may commence. Students may select the project option only if they possess the prerequisite technical skills to complete the project. The project may be designed to teach students basic production or graphics skills.

Faculty members appointed to the supervisory committee must hold appointment to the university's graduate faculty or a special exception must be granted by the dean of the Graduate School. See Appendix for a list of all current Graduate Faculty members. **The College requires a minimum of three members on all supervisory committees.** The chair and at least one other member must hold graduate faculty appointments in the College. Committees must have at least one faculty member from the student's specialty. If the student declares a minor, a graduate faculty member from the minor department must be appointed. If a proposed member is not on the graduate faculty or is not a tenure-line faculty member, the proposed chair of the committee must attach to the supervisory committee form, a brief explanation of the "special" member's area of expertise along with a copy of the proposed member's vita—if it is his/her first committee. The student should submit the form and attachments to 2014 Weimer Hall. **Special members MAY NOT serve as chair or co-chair.**

Upon request by supervisory committee chairs, the Division of Graduate Studies will dissolve supervisory committees if students have failed to maintain contact with the committee chairs or the Division of Graduate Studies for a period of two years. Students whose committees have been dissolved will be sent subsequent written notice of the action. Students or faculty members may change the chair and other members of the supervisory committee through application to the associate dean of the Division of Graduate Studies. Students who wish to change their committees must submit a statement to the associate dean listing the composition of old and proposed new committees and detailing reasons for changes. Members proposed to be dropped will be given an opportunity to raise objections. As a courtesy, the student should notify the committee member being removed. Reasons for changes must be well founded, not merely reflections of personal likes and dislikes. Faculty members most qualified to supervise research on a particular subject should be named to the student's committee. For example, a student whose work has a legal focus would be expected to have at least one member, if not all members, with a legal background. Likewise, a student in advertising would be expected to have at least one member, if not the chair, from the advertising faculty. Faculty members may request that they be dropped from a committee. Typically, faculty members submit such requests when students change their area of interest.

All committee members must attend the master's final examination, except that when necessary, there may be one graduate faculty substitute, but not for the chair or an external member.

Committees may not be changed in the term of graduation.

THE THESIS

Students in a thesis sequence must receive the grade of S in MMC 6971—Research for Master's Thesis—for the number of credits required by their degree plan. No fixed number of credits must be taken in any one term (except during the term of graduation as noted in discussion of minimum registration above). Students must satisfy their supervisory committee chairs that they have made enough progress to warrant a grade of S each time they register. The appropriate individual work form must be completed, signed by the student and instructor, and submitted to 2014 Weimer, Division of Graduate Studies, before the deadline for registration so the student can be officially registered.

No matter how many thesis credits students take, they must prepare theses acceptable to their supervisory committee, the college dean, and the graduate dean. See the *Graduate Student Handbook*, published by the Graduate School for a definition of a thesis. The definition must be followed.

Three stages in thesis work must be completed by students: (1) Write a **prospectus** (noted above) of about five pages and circulate it among prospective committee members. If they agree to serve, the student will complete a supervisory committee form, obtain signatures from all committee members, and submit the form to 2014 Weimer. The current-student records coordinator submits the form and the final version of the prospectus to the associate dean for graduate studies for approval. The student should then arrange an initial meeting of the supervisory committee to assure agreement on subject and method. (2) Write a **proposal**. It will consist of the first few chapters of the thesis (the number depends on the method and format chosen) and a detailed outline of the remainder. Graduate School regulations require a mid-course meeting of the supervisory committee at this point. (3) Write the remainder of the **thesis**. When the thesis has been shaped into its final form, arrange a time and place for the final oral examination. See Final Oral Examination below.

THE EDITORIAL OFFICE OF THE GRADUATE SCHOOL

The Editorial Office (224 HUB) oversees the thesis/dissertation process, offering help and guidance to ensure their theses and dissertations meet UF's high standards and are ready for electronic submission and digital archiving. Staff answer questions about format and reference systems; tables, figures and equations; and copyright and documentation issues. It also provides referrals to editors and formatters for hire. Staff in the office do not examine or critique content, scholarship, research methods or writing style, which is the responsibility of the student and his/her supervisory committee. For more detailed information, please see <http://gradschool.ufl.edu/editorial/introduction.html>

ETD (Electronic Thesis and Dissertation)—Students matriculating the fall 2001 semester or later will be required to submit their thesis or dissertation electronically. This is part of a national electronic thesis and dissertation (ETD) initiative which will make University of Florida graduate research available on the World Wide Web. More information is available at the Graduate School Editorial Office and online at <http://gradschool.rgp.ufl.edu/editorial/introduction.html>.

THE PROJECT

Students in a project sequence must receive the grade of S in MMC 6973 or RTV 6973 for the number of credits required by their degree plan. Unless stated otherwise on the specific degree plan, no fixed number of credits must be taken in any one term (except during the term of graduation as noted in discussion of minimum registration above). Students must satisfy their supervisory committee chairs that they have made enough progress to warrant a grade of S each time they register for project credits. The appropriate individual work form must be completed, signed by the student and instructor, and submitted to 2014 Weimer, Division of Graduate Studies, before the deadline for registration so the student can be officially registered.

No matter how many project credits students take, they must prepare a project acceptable to their supervisory committee, the college Dean, and the graduate Dean.

The student will present and explain the results of the project and provide an oral defense to the supervisory committee. All committee members must agree and sign off on the final examination form that the student has met all project requirements and passed the oral defense before the project is approved.

Project-in-lieu-of-thesis students will not have to submit a copy of their project to the Graduate School; however, they will be required to submit a copy of their projects to the Allen H. Neuharth Library on the first floor of Weimer Hall . It will be the College's official copy

FINAL ORAL EXAMINATION

When thesis master's students have completed all courses (except final-term courses in progress) and the thesis, the supervisory committee conducts the final oral comprehensive examination. The examination covers:

- ◆ the thesis,
- ◆ courses (including specialty and minor or supporting field), and
- ◆ matters of a general nature pertaining to the student's field of study.

Examinations are open to the public. They must be held on campus in readily accessible locations during weekdays. All members of the supervisory committee must attend, except that when necessary, there may be one graduate faculty substitute, but not for the chair or an external member. The student must notify the Division of Graduate Studies ten working days before the event of the time and place of the oral examination, using the form provided for the purpose. The form is available in the Division of Graduate Studies and on our website at <http://www.jou.ufl.edu/grad/forms/Announcement-of-Exam-Form.pdf> . The form should be submitted to 2014 Weimer.

The **thesis** student is responsible, after consulting with the committee chair, for:

- ◆ providing a copy of the thesis in *final* typed form to each member of the committee for inspection *at least a week* before the examination,
- ◆ arranging the time and place of the exam to fit the schedules of committee members, contact Jody in 2014 to reserve a room.

- ◆ having a copy of the final exam report form and signature page at the exam for committee members to sign, see Jody in 2014 Weimer for those forms, and
- ◆ delivering the signed final exam report form to 2014 Weimer, Division of Graduate Studies.

The **project** student is responsible, after consulting with the committee chair, for:

- ◆ providing a copy of the project in *final* form to each member of the committee for inspection *at least a week* before the examination,
- ◆ arranging the time and place of the exam to fit the schedules of committee members,
- ◆ having the final exam report form available at the exam for committee members to sign, and
- ◆ delivering the signed final exam report form to 2014 Weimer, Division of Graduate Studies.
- ◆ (For the above mentioned forms see the current student records coordinator.)

A common format for the oral examination runs as follows:

- ◆ Visitors are welcomed and introduced to committee members and the examinee.
- ◆ The committee chair explains that students will be requested to leave during discussion of the candidate and that only official members of the committee may vote, though visiting faculty are welcome to sign the examination form.
- ◆ The candidate presents a brief synopsis of the thesis or project and describes how the work might have been conducted differently, given the experience of having completed it.
- ◆ The candidate is questioned by committee members and others.
- ◆ The candidate is excused and the committee votes on the exam result.
- ◆ The student is informed of the exam result.
- ◆ As appropriate, signatures are obtained on the thesis signature page and the final exam report form.

If performance on the exam is judged satisfactory, the student should get signatures on the final exam form of all members of the supervisory committee at the end of the examination. Committee members should sign the signature page of the thesis as well as the final exam form. Other faculty members attending the exam also sign the form but not the signature page.

If the thesis is judged generally acceptable, but some work remains to be done, the chair of the supervisory committee may hold the signature page until the entire thesis has been satisfactorily completed. The student then may receive the signature page.

Using the final exam form, the committee's decision must be reported to the Graduate School no later than the date specified in *Deadline Dates*. The oral examination may not be scheduled earlier than six months before the graduation date. The final exam form is returned to 2014 Weimer, Division of Graduate Studies, for further processing and delivery to the Graduate School.

WRITTEN COMPREHENSIVE EXAMINATION

For **nonthesis** master's students, the written comprehensive examination provides a means for faculty to assess command of the field of mass communication in general and of the specialization and minor, if any. College policy on the master's comps is posted in the graduate area, 2000 Weimer Hall and online at <http://www.jou.ufl.edu/grad/forms/>.

THE INTERNSHIP

Nonthesis students must complete an internship. The field supervisor, the chair of the student's supervisory committee, and the associate dean for graduate studies must approve the internship. The field supervisor is the individual to whom the student will report during the internship. The chair of the student's supervisory committee will act as the academic adviser and instructor for the internship. The appropriate internship form (available in the Graduate Division and online at

<http://www.jou.ufl.edu/grad/forms/>) must be completed, signed by the student, field supervisor, and instructor, and submitted to 2014 Weimer, Division of Graduate Studies, before the deadline for registration so the student can be officially registered.

INTERNSHIP REPORT GUIDELINES

From Student

Students must submit both a mid-semester and final report

The report must be 1-2 pages in length and include:

- Location of Internship
- Supervisor
- Position title
- Job description
- Description of the skills developed or honed during your internship
- Description of tasks completed, and, in the case of mid-term reports, tasks yet to complete
- Description of how these skills or experience will likely apply to the student's future professional career

From Employer

At the conclusion of the internship, the supervisor should write a letter of evaluation that details the student's job duties, quality, usefulness and timeliness of work products, work ethic, attitude, general expectations and the degree to which those expectations were met, etc.

General requirements

- **100** hours must be worked for each one credit hour taken
- Mid-semester reports are due at the end of the eighth week of the semester during Fall, Spring and Summer C; and at the end of the third week of the semester during Summer A or B
- Final reports (employer/supervisor and student's) are due on the last day of class in the semester during which internship credit will be given
- Copies of mid-semester and both final reports must be given to the academic supervisor, chair of the student's committee and the Graduate Division
- To be eligible for an internship, students must have completed two semesters of relevant coursework and/or have relevant professional experience
- All internships must be approved by graduate coordinator or assigned faculty member **before** applying
- No retroactive credit will be awarded for internships

An internship provides an opportunity to test and apply what the student has learned in college courses and to enrich that learning with on-the-job training. An internship must fulfill certain criteria:

- The work must be highly relevant to the student's degree plan.
- A person whose qualifications have been approved by the student's supervisory committee chair must oversee the student's work on the job. The supervision should consist of conferences at least once a week.
- The supervisor must be willing to arrange for experiences that will be truly educational. It is hoped that the student will be of practical value to the host office, but this is at the option of the student's supervisor. Sometimes well-planned observation may benefit the student even more than work.

Most students in the college have been paid at least subsistence wages while serving their internships. However, payment should be settled between the student and the field supervisor. An internship that consists mostly of highly beneficial observation may be valuable enough to justify little or no pay.

APPLICATION TO THE DOCTORAL PROGRAM FOR CURRENT UF MASTER'S STUDENTS

When applying to the doctoral program in the College of JM/COM, UF students do not pay the \$30 application fee or submit the application materials through the Registrar's Office or online. You will need to submit the following items to the Admissions' Program Assistant in 2015 Weimer.

- Paper application (available online at online <http://www.admissions.ufl.edu/grad/readmission.html>).
- CV/Resume.
- Letter of Intent/Statement of Goals.
- Summary form.
- Three (3) Letters of Recommendation (you will want new updated letters to be the most competitive).
- Updated Transcripts.
- GRE Scores. please refer to the admissions section of the Graduate Division website for current requirements.
- Certificate of Financial Responsibility (International Students).
- Samples (optional).
- Application for Assistantships and Fellowships (optional).

All forms are available at the Graduate Division Admissions Office, 2013 Weimer Hall.

ALL materials must be received by the **January 15th deadline**. The Doctoral Committee will review all completed applications, and decisions will be made on a rolling basis. Decision letters are sent throughout the months of February and March. Decisions regarding assistantships and fellowships are made once all admissions are finalized, and only those students receiving funding are notified. Please contact the College Admissions Office, 2013 Weimer, if you have any questions.

HONORS FOR STUDENTS

Master's students are eligible for the honor of graduation with distinction, a college honor that does not show on the student's transcript. All graduate students compete for the college's Outstanding Graduate Student award and the Outstanding Student Research award, and all teaching assistants compete for the college's Outstanding Graduate Student Teacher award.

GRADUATION WITH DISTINCTION

Master's students with an overall GPA of 3.8 or higher who wish to graduate with distinction must apply to the Graduate Committee. Conferment is decided by the college faculty on recommendation by the committee. It is not automatic for all students with the necessary GPA. Because the honor comes from the College rather than the university, "with distinction" is not an official university designation, and it will not appear on transcripts or the diploma. Procedures and application forms are posted in the Division of Graduate Studies and online at <http://www.jou.ufl.edu/grad/forms/>.

OUTSTANDING MASTER'S GRADUATE

On nomination by faculty, the Graduate Committee each spring recommends to the college dean one Outstanding Master's Graduate from the preceding calendar year's graduates. The student is honored at the college's annual awards assembly and receives a plaque. Don't they self nominate now?

OUTSTANDING STUDENT RESEARCH

One student each year receives an award for outstanding research. Applicants may submit documentation (e.g., research articles, conference papers, projects) themselves, or faculty members may nominate candidates and submit documentation. Application is made to the college's Research Committee, which recommends to the college dean a student to receive the honor. For more information students should contact their committee chair. The student is honored at the college's annual awards assembly and receives a plaque.

OUTSTANDING GRADUATE STUDENT TEACHER

Applicants may submit documentation (e.g., letter of recommendation, teaching evaluations, syllabi/teaching materials, teaching philosophy) themselves, or faculty members may nominate candidates and submit documentation. The Graduate Committee each spring recommends to the college dean one Outstanding Graduate Student Teacher from the year's teaching assistants. The student is honored at the college's annual awards assembly and receives a plaque

GRADUATE STUDENT TRAVEL AWARDS AND ASSISTANCE

Travel grants are awarded by the College for students whose research papers are accepted for presentation at refereed sessions of mass communication scholarly conferences. These funds are available for use on a fiscal year basis, July 1 to June 30, each year, and student allocations of travel funding are based on the fiscal year in which a conference falls. Additional travel funding is offered by the Graduate School and Graduate Student Council. Research and travel funding also may be available through the University of Florida's Latin American Studies Center, African Studies, or Asian Studies, for research projects involving those areas. Forms and specific requirements and rules are available in the wall files located in the Graduate Division.

The following policies were developed and approved by the GSMCA and the Graduate Committee:

1. Both masters and Ph.D. students will be eligible equally for conference funding. Students must be registered and in residence as full-time graduate students in the college at the time the paper is presented.
2. One student on an accepted paper will be funded as long as funds are available.
3. In the case of a multi-authored paper, the student authors must decide which author will request college funding to attend the conference. In the case that the authors disagree about who should be funded, authors may appeal to the Graduate Committee.
4. The same parameters for funding remains: **\$400** per fiscal year to support travel to a national conference, **\$150** per fiscal year to support travel to a regional conference.

Also, you must:

- submit to the Graduate Division a Grant Award Request Form at least 30 days before the travel dates.
- submit a copy of your acceptance letter/ email with your Travel Grant Award Request Form
- submit all original itemized receipts. Reimbursement will be made for things such as lodging, airfare, and *your own meals*.
- include the **original** air fare receipt and/or rental car invoice and your hotel bill, even if neither of these is being used as the basis for reimbursement. Evidence of extravagant expenditure will nullify this award.
- turn in receipts by the dates posted each semester.
- submit a copy of the conference program. Copy should include cover page and schedule of the conference. Please highlight or notate your presentation on the schedule.
- follow University of Florida's travel procedures and policies.

We are committed to supporting graduate student success by supporting travel to the maximum extent the budget allows. We feel it is important to you as well as to the College, to continue funding your conference travel to present your research to national audiences. Hopefully, these new guidelines will enable us to support the broadest range of student work possible during the present budget limitations. Please remember that some conferences try to help with graduate student travel and offer small grants for that purpose. GSA and the Graduate School offer travel money as well.

COMMUNICATION WITHIN THE COLLEGE

Graduate student mailboxes are located on the ground floor in the area outside room G035. Mail is delivered by Graduate Division staff as it is received.

Email addresses should always be kept current with the Graduate Division staff. Important notices (and some not so important) are sent to all students as needed. The Graduate School communicates with students through their ufl.edu accounts so please keep that account active.

Faculty Mailboxes are located on the second floor in room 2104, near the Dean's Office.

BEHAVIORAL EXPECTATIONS

As stated in the UF Student Code of Conduct, "Students enjoy the rights and privileges that accrue to membership in a University community and are subject to the responsibilities which accompany that membership. In order to have a system of effective campus governance, it is incumbent upon all members of the campus community to notify appropriate officials of any violations of regulations and to assist in their enforcement. All conduct regulations of the University are printed and made available to all students as part of the Florida Administrative Code (Chapter 6C1-4) and are applicable upon publication in the Independent Florida Alligator, the University Catalog, or any reasonable means of notification." Please review: <http://www.dso.ufl.edu/studentguide/studentconductcode.php>

GRADUATE FACULTY

Mass communication work experience of the faculty averages some 12 years each. Academic experience averages about 17 years. Faculty members pursue such research subjects as law and policy of mass communication, advertising media selection, public opinion, politics and mass communication, health communication, corporate responsibility, learning from the media, literary journalism, communication and development, mass communication history, and international communications issues. Faculty members have published in more than 20 different scholarly journals. For more information please see the Graduate Faculty website at: <http://www.jou.ufl.edu/grad/gradfac.asp>

Alexander, Laurence B. Journalism. Research interests in media law and policy. Former chair of the Department of Journalism (1994-98). Since coming to UF in 1991, he has taught courses in mass media law and newspaper editing. He has written extensively on media law issues. Published in various communication journals and law reviews, including *Communications and the Law*, *Editor & Publisher*, *Free Speech Yearbook*, *Journalism & Mass Communication Educator*, *National Trial Lawyer*, *Newspaper Research Journal*, *Notre Dame Journal of Legislation*, *Visual Communication Quarterly*, and *Yale Law & Policy Review*. A native of New Orleans, he received a bachelor's degree from the University of New Orleans, a master's degree from UF, and a Juris Doctor from Tulane University. Also taught at Temple University and the University of New Orleans. Professional journalism experience: *The Houma Daily Courier*, *The Times-Picayune* and *The Philadelphia Inquirer*. He is the Chairman of the Board of Directors of *The Independent Florida Alligator*.

Armstrong Cory L. Journalism. A former public affairs reporter in Ohio and Pennsylvania, Armstrong's research interests are in gender representations, news content and credibility. She received her PhD from the University of Wisconsin-Madison and joined the UF faculty in 2004. In 2003, she won the Mary Gardner Award for Graduate Student Research from the AEJMC Commission on the Status of Women and she was awarded a Top 3 faculty paper in the newspaper division at the 2006 AEJMC annual conference. She teaches graduate courses in Race, Class, Gender and Media and Issues in the Press, along with undergraduate courses in Reporting and News Writing and Applied Fact Finding. She has been published in *Journalism & Mass Communication Quarterly*, *Journal of Broadcasting & Electronic Media*; *Journal of Communication*, *Mass Communication & Society*, and *Newspaper Research Journal*. Armstrong is a faculty affiliate with the Center for Women's Studies and Gender Research at the University of Florida.

Babanikos, James. Telecommunication. Babanikos specializes in encoding practices of video and film production, media writing, and documentary theory and practice. He has been working as a writer/director in video and film since 1984. He has received production grants from the Independent Television Service, the National Educational Telecommunication Association, the Florida Arts Council, as well as the National Film Board of Canada. His works include *A Second Chance* (2004, 75:00, DVCPRO 50, drama), *Catherine's Story* (1999, 81:00, 16mm, drama); *The Science Directorate* (1999, 6:00, Betacam, corporate); *Color My World: The Arts in Medicine* (1998, 57:30, Betacam, documentary); *C.P. Cavafy: From Ithaca to Tarpon Springs* (1996, 29:50, Betacam, documentary); *The Death of a Bachelor* (1995, 25:00, 16mm film, drama); and *Goodbye, Socrates* (1992, 37:00, 16mm film, drama). Dr. Babanikos' work has been screened in a number of international venues, and his projects have won a number of awards in various production competitions. Dr. Babanikos joined the faculty of Florida's Department of Telecommunication in 1993 and teaches courses in the production sequence.

Brown, Justin. Telecommunication. Brown specializes in telecommunication law and regulation. His research addresses the application of the First Amendment and regulatory constructs to the Internet as well as policy concerning broadband access and theoretical implications of new media. Research has appeared in *Communication Research*, *Cardozo Arts & Entertainment Law Journal*, and *Communication Law & Policy*. Brown also wrote a chapter on Internet culture for *UNESCO's Encyclopedia of Life Support Systems* as well as a study guide to Don Pember's *Mass Media Law*. He has made numerous peer-reviewed presentations at conferences organized by the International Communications Association (ICA), American Educators in Journalism & Mass Communication (AEJMC), Broadcast Education Association (BEA) and the Telecommunication Policy Research Conference (TPRC). Brown currently serves on the editorial review board of *Journalism and Mass Communication Educator*. His dissertation, "Free Expression Implications of Broadband Open Access Policies" was awarded grant recognition from the Cable Center's Magness Institute.

Chance, Sandra F. Journalism. Executive Director, Brechner Center for Freedom of Information at www.brechner.org. Research interests include First Amendment and media law issues. She has written extensively on freedom of information issues, the media and the judiciary, and the role and responsibilities of the press. She is an Associate Professor in the Journalism Department and teaches media law at both the undergraduate and graduate level. Chance is developing an expertise in international FOI issues, and has traveled to Brazil, Jamaica, Peru and Chile to work with journalists and government officials in these emerging democracies and promote the principals of freedom of information. This past summer, she taught a special course, "Media and the Courts," for judges from around the country at the National Judicial College, in the University of Nevada's Judicial Studies Program. Chance graduated with honors from the University of Florida's College of Law in 1990 and was named to the Order of the Coif. She practiced media law with the law firm of Holland & Knight in Tampa, Florida. There she handled litigation concerning access to public records and judicial proceedings, reporter subpoenas and Florida's Government in the Sunshine Law. Chance also served as an Assistant General Counsel at the University of Florida. Chance has published in numerous academic and professional journals and newspapers, including *Journalism & Mass Communication Educator*, *Communication Law and Policy*, *Journal of Broadcasting & Electronic Media*, *Arkansas Law Review*, *Journal of Law and Public Policy*, *Quill* and *Editor & Publisher*. She has authored several chapters in *Communications and the Law*, a widely used textbook, and the *Reporters' Handbook*. She's also contributor to the *Oxford Companion to American Law*. She is on the editorial board of the *Communication Law and Policy* journal and the advisory board of UF's College of Law's *Journal of Law and Public Policy*.

Chan-Olmsted, Sylvia. Telecommunication. Chan-Olmsted specializes in media economics, strategic competition and new media, and media brand management. Her recent research includes international strategies for dealing with telecommunications and media convergence, mobile content ventures, alliances concerning cable television and telephony industries, Internet business models for traditional media, and branding issues involving television and the Internet. Chan-Olmsted is the author of the book, *Competitive Strategy for Media Firms*, and co-editor of the books, *Handbook of Media Management and Economics* and *Global Media Economics*, and author of numerous book chapters and articles published in refereed journals such as the *Journal of Broadcasting and Electronic Media*, *Journalism & Mass Communication Quarterly*, *International Journal on Media Management*, and the *Journal of Media Economics*. She is affiliated with the Communications Competitiveness Research Initiative of Public Utility Research Center (PURC) at the University of Florida and has received research grants from institutions such as the National Association of Broadcasters (NAB), Magness Institute at Cable Center, and Center for International Business Education and Research (CIBER).

Choi, Youjin. Public Relations. Her research interests include public health campaign, health communication and gender study. She has taught "Public Health Campaign," "Public Relations Research," and "Health and Risk Public Relations." Her articles have appeared in *Journal of Public Relations Research*, *Public Relations Review*, and *Corporate Communication: An international journal*. She is working with College of Dentistry faculty on a 5-year project, "Reducing Oral Cancer Disparities in Florida," granted by NIH. Dr. Choi has professional experiences in advertising, media relations and internal communication.

Cleary, Johanna. Telecommunication. Prior to earning her doctorate from the University of North Carolina at Chapel Hill in 2004, Cleary was a news director, reporter/producer and marketing director for Alabama Public Television. Her teaching interests include ethics and the role of mass communication in society, arts journalism and broadcast and political reporting. Her research has focused in newsroom management issues, entertainment coverage and broadcast journalism history. Publications include "From the Classroom to the Newsroom: Professional Development in Broadcast Journalism" *Journalism and Mass Communication Educator*, (forthcoming); "The Parity Paradox: Reader Response to Minority Newsroom Staffing," *Mass Communication and Society*; "Creating 'America's Storyteller': The Early Radio Career of Charles Kuralt," *Journal of Radio Studies*; and "Shaping Mexican Journalists: The Role of University and On-the-Job Training," *Journalism and Mass Communication Educator*, Summer 2003. She is also a co-author of *The Best of Pulitzer Prize News Writing*, an anthology issued by Publishing Horizons, Inc., Columbus, Ohio.

Coffey, Amy Jo. Telecommunication. Coffey's research interests include audience economics and language, with an emphasis on foreign language programming within the United States, as well as market segmentation and other strategic competition issues. Her research interests stem in part from her professional news background, which included positions with CNN in Atlanta, as well as reporting, anchoring, assignment editing, and production positions in television and radio in Ohio, Tennessee, and Georgia. Dr. Coffey teaches courses in audience analysis, telecommunication programming, and telecommunications management. Dr. Coffey was the recipient of a 2006 research grant from the National Association of Broadcasters, and has made numerous presentations at meetings of the Association for Education in Journalism and Mass Communication (AEJMC), Broadcast Education Association (BEA), and the International Communication Association (ICA). Coffey received her Ph.D. from the University of Georgia.

Dickson, Sandra. Professor and Co-Director, The Documentary Institute. As Co-Director of The Documentary Institute, she coordinates the graduate program in documentary production and co-produces, directs and writes television documentaries dealing with civil rights and political/social issues. Dickson co-directed and wrote the script for the Institute's recent documentary, *Negroes with Guns*, winner of the 2006 Erik Barnouw Award for Outstanding Historical Documentary. The film's broadcast premiere was February 7, 2006 on *Independent Lens*, a PBS national series. The film also screened in New York, March 2004, at the Walter Reade Theatre, The Lincoln Center and at film festivals around the country, including the Los Angeles Film Festival in June 2004. Along with her Institute colleagues, she has received grants from the National Endowment for the Humanities, The National Endowment for the Arts, The Freedom Forum and the Corporation for Public Broadcasting. Her works include *Freedom Never Dies: The Legacy of Harry T. Moore*, winner of the 2001 Erik Barnouw Award for Outstanding Historical Documentary, *Giving Up the Canal*, *Campaign for Cuba* and *Last Days of the Revolution*.

Dodd, Julie E. Journalism. Research interests include effective teaching -- teaching media writing and teaching and technology; high school journalism; and sports media. Her articles have appeared in *Newspaper Research Journal*, *Journalism & Mass Communication Educator*, *Editor & Publisher*, *Quill and Scroll* and *Communication: Journalism Education Today*. She was editor of *Scholastic Journalism in the Sunshine State* (1996) and wrote four chapters for the textbook *Mass Media Writing: An Introduction* (1997).

Duke Cornell, Lisa. Advertising. A former advertising copywriter, Lisa teaches creative courses and a graduate course in qualitative research. Her research interests include advertising creative, gender studies, reception studies, direct response/interactive advertising, pedagogy, racial identity, and social learning. Publications include "Olympic athletes and heroism in advertising: Gendered concepts of valor?" by R. Goodman, L. Duke and J. Sutherland, *Journalism and Mass Communication Quarterly*, Summer 2002 and sole-authored articles in 2001 and 2002: "Get real!: Cultural relevance and resistance to the mediated feminine ideal," *Psychology and Marketing*; "Like an idea, only better: How do advertising educators and practitioners define and use the creative concept?" *Journal of Advertising Education*; "Black in a blonde world: Race and girls' interpretations of teen magazines," *Journalism and Mass Communication*. Earlier articles include "Negotiating femininity: Adolescent girls read teen magazines," *Journal of Communication Inquiry* and "Beyond educational and informational needs: What is quality children's television?" in *The Annals of the American Academy of Political and Social Science*. Book chapters include "Reading in Black and White: Girls, Race, and the Mediated Feminine Ideal." Accepted/in press.

Greenwood Press series on multicultural media. This article will appear in book five of the series, *Analysis of Audiences*. She also wrote "Creative Spots," in A.J. Jewler (Ed.), *Creative Strategy in Advertising*, 1993, Belmont, CA: Wadsworth.

Ferguson, Mary Ann. Public Relations. "Direct Response Advertising: The Contributions of Price, Information, Artwork, and Individual Differences to Purchase Consideration of a Personal Computer," *Journal of Direct Marketing*, 6 (1992), 32-39 (with M. F. Weigold & S. Flusser). "Communicating with Environmental and Health Risk Takers: An Individual Differences Perspective," *Health Education Quarterly*, 18, (1991), 303-318 (with J. M. Valenti). "Communicating with Risk Takers: A Public Relations Perspective," *Public Relations Research Annual*, 3, (1991), 195-224 (with J. M. Valenti & G. Melwani). "Using Persuasion Models to Identify Givers," *Public Relations Review*, 12, (1986), 43-50 (with L. Doner & L. Carson).

Freeman, John. Journalism. John Freeman has headed the photojournalism program at the University of Florida since joining the faculty in 1991. His research interest focuses on successful photojournalists and has been published in *Visual Communications Quarterly* and *News Photographer* magazine. His professional experience includes six years as a staff photographer at *The Wichita Eagle* in Kansas and college internships at *The Arizona Republic* and *Palm Beach Post*. Freeman is also active in the National Press Photographers Association and was named NPPA Educator of the Year in 2001. He is a two-time winner of the College of Journalism's Teacher of the Year award.

Goodman, Robyn. Advertising. Goodman's teaching and research interests include health communications, visual communications, and gender, race, and media. Publications include, "Flabless is Fabulous: How Latina and Anglo Women Read, Negotiate, and Incorporate the Excessively Thin, Mediated Body Ideal Into their Everyday Experience," "*Sculpting the Female Breast: How College Women Negotiate the Media's Ideal Breast Image*," and "*Olympic Athletes and Heroism in Advertising: Gendered Concepts of Valor?*" all in *Journalism and Mass Communication Quarterly*. Dr. Goodman has worked as a sports reporter, advertising graphic designer and a freelance graphic designer. She has been recognized and received top paper awards for her research.

Hon, Linda. Public Relations. Hon's teaching areas include public relations theory, research methods, strategy, and campaigns. Her research interests include public relations evaluation, relationship management, and gender and diversity issues in public relations. *Women in Public Relations: How Gender Influences Practice* (with Larissa A. Grunig and Elizabeth L. Toth), 2001, Guilford; Measuring Public Relationships Among Students and Administrators at the University of Florida (with Brigitta Brunner), *Journal of Communication Management*, Vol. 6, No. 3, 2002, pp. 227-238. The Influence of Gender Composition in Powerful Positions on Public Relations Practitioners' Gender-Related Perceptions (with Youjin Choi), *Journal of Public Relations Research*, Vol. 14, Number 3, 2002, pp. 229-363; Public Relations in South Korea: Applying Theories and Exploring Opportunities, *Journal of Asian Pacific Communication*, Volume 11, Issue 2, 2001, pp. 263-286; Diversity Issues and Public Relations (with Brigitta Brunner), *Journal of Public Relations Research*, Vol. 12, Number 4, 2000, pp. 309-340; *Measuring Relationships in Public Relations* (with James E. Grunig), 2000, monograph available from Institute for Public Relations; Demonstrating Effectiveness in Public Relations: Goals, Objectives, and Evaluation, *Journal of Public Relations Research*, Volume 10, Number 2, 1998, pp. 103-136; Craft and Professional Models of Public Relations and Their Relation to Job Satisfaction Among Korean Public Relations Practitioners, *Journal of Public Relations Research*, Volume 10, Number 3, 1998, 155-176; What Have You Done for Me Lately? Exploring Effectiveness in Public Relations, *Journal of Public Relations Research*, Volume 9, Number 1, 1997, pp. 1-30; "To Redeem the Soul of America": Public Relations and the Civil Rights Movement, *Journal of Public Relations Research*, Volume 9, Number 3, 1997, pp. 163-212.

Kaid, Lynda Lee. Telecommunication. Kaid's teaching and research specialization is political communication, especially political advertising and news coverage of political events. She has published over 20 books, including *The Handbook of Political Communication Research*; *Videostyle in Presidential Campaigns: Style and Content in Political Advertising*; *The Electronic Election: Perspectives on the 1996 Campaign Communication*; *Civic Dialogue in the 1996 Presidential Campaign: Candidate, Media, and Public Voices*; and *Political Advertising in Western Democracies*. Kaid has also written over 100 book chapters and articles for professional journals. A two-time Fulbright Scholar, she has done extensive research on international political communication issues and has received funding for her research from the National Science Foundation, the federal Election Assistance Commission, the U.S. Department of Education, the National Endowment for the Humanities, and numerous other federal and private agencies.

Kamhawi, Rasha. Research interests: Experimental research with information processing: structural features, new and traditional media and gender and social class differences in processing media messages. Content analysis of mostly news narratives.

Dr. Kamhawi has published studies in *Journalism & Mass Communication Quarterly*, *Communication Research* and *Journal of Broadcasting & Electronic Media*.

Kaplan, John. Journalism. Research and creative activities/interests include international journalism, societal displacement and civil rights. Since coming to UF in 1999, he has taught courses in international journalism, foreign correspondence, photojournalism and design. He is the author of *Photo Portfolio Success*, 2003 (Cincinnati: Writer's Digest.) Published in journals including *Viscom* and *Journalism History*. Solo exhibits include Four Nations, Vanishing Heritage, Surviving Torture. Group exhibits include The Pulitzer Prize Photographs: Capture the Moment. Mass media publication credits include *Life*, *Fortune* and the *New York Times*. Awards include Pulitzer Prize for Feature Photography, Overseas Press Club Award, Robert F. Kennedy Award, AEJMC Best of the Web, Harry Chapin Media Award, National Newspaper Photographer of the Year. He is a member of the ACEJMC Accreditation Council. A native of Wilmington, Delaware, Kaplan received bachelors and master's degrees from Ohio University. Also taught for Syracuse University, Ball State University and Ohio University.

Kelly, Kathleen S. Public Relations. Specializes in fund raising, public relations theory, and nonprofit management. Publications include *Effective Fund-Raising Management*, 1998 (Lawrence Erlbaum Associates); *Fund Raising and Public Relations: A Critical Analysis*, 1991 (Lawrence Erlbaum Associates); "Teaching Fund Raising," *Learning to Teach: What You Need to Know to Develop a Successful Career as a Public Relations Educator* (3rd ed., L. M. Sallot & B. J. DeSanto, Eds.), 2003; "The State of Fund-Raising Theory and Research," *New Strategies for Educational Fund Raising* (M. J. Worth, Ed.), 2002; "ROPES: A Model of the Fund-Raising Process," *The Nonprofit Handbook: Fund raising* (3rd ed., J. M. Greenfield, Ed.), 2001a; "Stewardship: The Fifth Step in the Public Relations Process," *Handbook of Public Relations* (R. L. Heath, Ed.), 2001b; "From Motivation to Mutual Understanding: Shifting the Domain of Donor Research," *Major Issues Facing Fund Raising* (D. F. Burlingame, Ed.), 1997; "Public Relations Expertise and Organizational Effectiveness: A Study of U.S. Hospitals" (with C. G. Gordon), *Journal of Public Relations Research*, 11(2), 1999; "Utilizing Public Relations Theory to Conceptualize and Test Models of Fund Raising," *Journalism & Mass Communication Quarterly*, 72(1), 1995.

Kim, Hyojin. Advertising. Kim's research interest is in the application of advertising theories and strategies for health communication and promotion. Her research particularly focuses on consumer processing of health information and persuasion through interactive communication. Her dissertation was entitled, "The Effects of Interactivity on Learning: Implications for Stereotype Change." Kim received the Master of Health Science in International Health with a focus of Applied Medical Anthropology at Johns Hopkins Bloomberg School of Public Health and the Master of Arts and the Ph.D. in Advertising at University of Texas at Austin. Before she joined the advertising faculty in 2005, she worked at Korean Institute for Health and Social Affairs (KIHASA) and UNICEF Philippines among other places. She has been recognized and received numerous awards for her scholastic work, including a university continuing fellowship that is awarded to the top 5 continuing doctoral students at the University of Texas (\$20,000). Her work has been published in *Human Communication Research*, *Health Education Research*, *Journal of Interactive Advertising*, and *LBJ Journal of Public Affairs*.

Kiousis, Spiro K., Public Relations. Kiousis' teaching areas include public relations strategy, public relations writing, mass communication theory, and persuasion. His research interests include political communication, online communication, agenda setting, framing, and persuasion. He has had articles published in several leading journals, including *Communication Research*, *Mass Communication & Society*, *Communication Yearbook*, *Journalism Studies*, and *New Media & Society*. He has also presented papers to the International Communication Association, Association for Education in Journalism and Mass Communication, World Association for Public Opinion Research, and Southwest Education Council for Journalism and Mass Communication. Dr. Kiousis has professional experience in public relations, marketing, online journalism, and media production. He also has his APR credential from the Public Relations Society of America (PRSA).

Leslie, Michael. International Communication. Leslie's teaching/research areas include Communications/information technologies and national development, images of women and minorities in media, international/ intercultural communication. He teaches graduate courses in international/intercultural communication, and race/gender/class and media, and conducts cross-cultural research on the impact of media content on society. At the undergraduate level, he teaches courses in advanced writing for electronic media, ethics and race and media. Dr. Leslie served as a Fulbright Professor at the University of Yaounde (Cameroon), from 1987 to 1989 and as a lecturer in the department of mass communication at the University of Zambia, 1984-1987. Additionally, he has taught, lived or done research in Belgium, France, South Africa, Mexico, Cuba and Brazil. Dr. Leslie speaks, reads, and writes in English, Spanish, French and Portuguese. In addition to his Washington Ph.D., Dr. Leslie holds an M.S. from Columbia University, and has published his research in the *Howard Journal of Communications*, the *Journal of Afro-Latin American Studies and Literatures*, *Africa Media Review* and *Journalism and Mass Communication Quarterly*. He was awarded the Stephen H. Coltrin Award for Excellence in Communications Education in 1997.

Lewis, Norman, Journalism. Norm Lewis joined the faculty in the fall of 2007 after completing a doctorate at the University of Maryland. Before that, he worked for 25 years in the newspaper business, including 15 years as editor in chief of three dailies in the West. During three of those years, he also served as a publisher. While at Maryland, he worked on the financial desk of the Washington Post. His dissertation examined newspaper plagiarism from the perspective of organizational behavior, identifying the systemic influences and elements of newsroom culture that affect how plagiarism is defined and treated in U.S. daily papers.

Martin-Kratzer, Renee. Journalism. Her research focuses on media effects, visual communication and magazines. Current interests include newspaper credibility, anonymous sourcing and the decline in newspaper readership among young adults. Martin-Kratzer's research has been published in *Newspaper Research Journal*, and she co-authored a book chapter in *Media and Sept. 11, 2001: Reflections on an American Tragedy*. She teaches feature writing and magazine courses. Her professional experience includes working as a magazine managing editor, a newspaper design editor, a freelance designer and an online editor. She earned her doctorate and master's degrees from the University of Missouri. She graduated summa cum laude from Kansas State University with a bachelor's degree in journalism and a bachelor's degree in secondary education.

Martinez, Belio. Public Relations. Martinez holds a Ph.D. in mass communication from the University of Florida, an M.A. degree in communication studies from the State University of New York at Albany and a B.A. degree in cultural studies from Empire State College in Saratoga Springs, New York. Dr. Martinez also earned an A.A.S. degree in visual communication technology at Fulton-Montgomery Community College in Johnstown, New York. His current research interests include political communication, public relations strategies for nation building, communication for development, communication and culture and public relations targeting minority groups in the United States. He has presented papers to the International Communication Association, the Association for Education in Journalism and Mass Communication, the National Communication Association and the New York State Communication Association. Dr. Martinez's teaching areas include communication theory, public relations writing, public relations research, international and ethnic public relations and visual communication.

McAdams, Melinda J. ("Mindy"). Journalism. Knight Chair in Journalism Technologies and the Democratic Process. Specializes in online journalism, online content structures and the relationship between democratic societies and communication systems. Publications

include *Flash Journalism: How to Create Multimedia News Packages*, Focal Press, 2005; *The Internet Handbook for Writers, Researchers, and Journalists*, 3rd. ed. (co-author), Guilford, 2002; "Hypertext" (with S. Berger), *Journal of Electronic Publishing* 6(3), March 2001; "Information Design and the New Media," *Interactions* (a journal of the Association for Computing Machinery), October 1995. Education: M.A. in media studies from The New School for Social Research, New York, 1993. B.A. in journalism from Penn State University, 1981. Professional journalism experience includes *The Washington Post* (1993–95); *Time* magazine (1988–93).

McKeen, William. Journalism. Professor and chair of the department. Earned a bachelor's degree in history and a master's degree in journalism from Indiana University and a Ph.D. in higher education administration from the University of Oklahoma. Teaching areas include journalism history, literary journalism, popular culture, writing, and editing. Books include the memoir *Highway 61* (W.W. Norton, 2003), *Rock and Roll is Here to Stay* (W.W. Norton, 2000), *Literary Journalism* (Wadsworth, 2000), *Tom Wolfe* (Simon and Schuster, 1995) and earlier books on journalism, history and popular music. Working on a biography of Hunter S. Thompson for W.W. Norton, to be published in 2008. Also working on a book about music called *Rip This Joint*, scheduled for 2008 publication by MBI Publishing. Articles have appeared in academic journals such as *Studies in Popular Culture*, *Journalism Educator* and *Southwestern Mass Communication Journal* as well as in popular magazines such as *Gourmet*, *Maxim* and *Holiday*. Before beginning his academic career, he worked as a newspaper reporter and copy editor and was associate editor of *The American Spectator* and *The Saturday Evening Post*.

Mitrook, Michael A. Public Relations. Mitrook's teaching areas include undergraduate classes in media effects, mass communication research, principles of public relations, and public relations writing in addition to graduate classes in quantitative mass media research methods, media effects and audience analysis, and seminars in new media. His research interests are in media impact on opinion formation, sports media, sports public relations, news content and viewer perceptions, and the contingency theory of accommodation in public relations. He has published numerous articles and authored or co-authored many national refereed conference papers. Mitrook has a wide variety of experience in professional communication including radio broadcasting, both as an on air personality and as public affairs director, media relations for the federal government, sales and marketing for BASF information systems and UARCO, and media research project director for J.R. Smith & Associates.

Molleda, Juan-Carlos. Public Relations. His research interest is in international corporate public relations—especially management and internal communication aspects—and public relations practices and education in Latin America. His main teaching subjects are: principles, campaigns, research, international perspective, and communication management. Recent publications and conferences include: "Descripción de un modelo de diálogo con los medios" [Description of a model of dialogue with the media], (2002), in J. Duarte (Ed.), *Manual de Assessoria de Imprensa e Relacionamento com a Mídia [Manual of Press Training and Relationship with the Media]*, Brazil: Atlas; "Convergencia entre relaciones públicas y diplomacia pública" [Convergence between public relations and public diplomacy], (2002), *Espacio 8*, pp. 25-36 (Cuba); "International Paradigms: The Latin American School of Public Relations," (2001), *Journalism Studies*, 2(4), pp. 513-530; "Cross-national conflict shifting: A conceptualization and expansion in an international public relations context," with Colleen Connolly-Ahern, a referred paper presented at the 85th Convention of AEJMC (Top four joint student-faculty paper), Aug. 2002; "International paradigms: The social role of the Brazilian public relations practitioners," a referred paper presented at the 85th Convention of AEJMC, Aug. 2002; "Exploratory research about integration of the international corporate public relations function," a refereed paper presented at the 51st Conference of ICA, May 2001.

Morris, Jon. Advertising. Teaches advertising communications and conducts research in emotional responses to communications. Previously, he worked for several advertising agencies, including Nicholson-Morris, in Louisville, KY. and Doyle Dane Bernbach and Dancer Fitzgerald Sample, New York City. His research has appeared in the *Journal of Advertising Research*, *Educational Technology*, *International Journal of Instructional Media*, and in the *Proceedings of the American Academy of Advertising* and *The Association for Consumer Research*, *Journal of Current Issues and Research in Advertising*, *Journal of Targeting, Measurement and Analysis for Marketing*, *Advances in Consumer Research*, *Fit for the Global Future*, and *The Electronic Election*, among others. He developed a model, called AdSAM, for analyzing emotional response to marketing communications.

Morton, Cynthia. Advertising. Morton's teaching interests are in advertising management, research, and strategic planning. Her current research interests are in source credibility and message effects, social communication, issue advertising, and product placement. Her work has been published in *Journal of Current Issues and Research in Advertising*, *Journal of Promotion Management*, *Journal of Nonprofit and Public Sector Marketing*, *Proceedings of the American Academy of Advertising*, and *The Annals of the American Academy of Political and Social Science*. She has presented papers at conferences sponsored by the American Academy of Advertising, the American Marketing Association, and the Association for Education in Journalism and Mass Communication. In 2002, she was awarded the American Academy of Advertising's Research Fellowship Competition Award with collaborator and colleague Dr. Jorge Villegas. Morton has four years of professional experience in advertising and three years of experience in the not-for-profit sector. She holds degrees from The University of Georgia (A.B.J., M.B.A.) and from the University of Texas at Austin (Ph.D.).

Ostroff, David H. Telecommunication. Publications include: "The U.S. Electronic Media System and Policy," in Leen d'Haenens and Frieda Saeys (eds.) *Western Broadcasting at the Dawn of the 21st Century*. Berlin: Mouton de Gruyter Publishers, 2001; *Perspectives on Radio and Television* 4th ed. (with F. Leslie Smith and John W. Wright, II) (1998). "The Business Environment, Demographics and Technology: A Case Study of Florida power and Light's Electronic Employee Communication Services," in Michael Goodman, (ed.), *Corporate Communications for Executives*, Albany: SUNY Press, 1998 (with Dawn Donnelly and Alan Fried) "U.S. Media Policy," in Frieda Saeys and Leen d'Haenens (eds.) *Media Industry Dynamics and Regulatory Concerns in the Digital Age* (London: John Wiley and Sons, 1998). "The World Wide Web and Corporate Communication," *IEEE Transactions on Professional Communication* (March, 1996) (with Gary Ritzenthaler). *The Effectiveness of Video in Organizations: An Annotated Bibliography* (Irving, TX: ITVA Education and

Research Foundation, 1995) (with Arnall Downs and Pamela Franklin). "The Environment for Corporate Video in Single Market Europe," ITVA International Conference, Phoenix, May 1993 (*Top 3 paper*).

Page, Janis Teruggi. Research interests include visual theory and rhetoric; strategic and political communication. Dr. Page joined the public relations faculty in Fall 2005. She worked professionally for 20 years in magazine management, directing strategic communication for national and regional trade and consumer magazines. In 1997, she co-founded a Chicago-area public relations consultancy. Dr. Page has taught as an adjunct at Northwestern University's Medill School of Journalism, Missouri School of Journalism, DePaul University and Aurora University--in the areas of magazine management and marketing, strategic campaigns, public speaking and multicultural communication. Her studies on persuasive imagery in magazines have appeared in *Media Report to Women* and *Visual Communication Quarterly*. A case study on public journalism's response to organizational ethics violations appears in the June 2007 issue of *Journalism Practice*. Dr. Page is a member of the International Communication Association, the National Communication Association, and the Association for Education in Journalism and Mass Communication. She is Research Co-Chair of the Visual Communication Division of AEJMC.

Roberts, Churchill. Documentary. Co-director of the Documentary Institute. He received his BA from the University of Tennessee, MA from Memphis State University, and Ph.D. from the University of Iowa. He is the author of numerous articles on communication which have appeared in such journals as *Broadcasting and Electronic Media*, *Journalism and Mass Communication Quarterly*, *Communication Monographs*, and the *International Communication Bulletin*. He is co-author of *Discovering Mass Communication* (1992). Dr. Roberts has been the recipient of grants from the Corporation for Public Broadcasting, the Florida Endowment for the Humanities, the National Endowment for the Humanities, Freedom Forum, Florida Department of Education, and the United States Agency for International Development. He served as executive producer of several PBS documentaries, including *Giving Up the Canal* (1990), *Campaign for Cuba* (1992), and *Last Days of the Revolution* (1994). The most recent Documentary Institute project, *Freedom Never Dies*, was completed in 2000 and aired on PBS in the spring of 2001. Dr. Roberts' research interests are documentary film and the impact of media on society.

Roberts, Marilyn. Advertising. Research and interests focus in the areas of media agenda setting, framing and intermedia influence, political communications, international and cross-cultural advertising. Marilyn Roberts and Wayne Wanta, "Agenda-Setting and Issue Saliency Online," *Communication Research*, Pamela Shoemaker, editor, August 2002, pp. 452-465. Marilyn Roberts and Guy Golan, "Issues, Inclusion and Illusion: The 2000 Republican National Convention Reaches Out," in Lynda Lee Kaid, Dianne Bystrom, Diana Carlin, and Mitchell McKinney (Eds). *Communicating Politics: Engaging the Public in Democratic Life*, New York: Peter Lang Publishers, forthcoming 2002. Marilyn Roberts, "Global Issues in Branding, Communication and Corporate Structure," in Philip J. Kitchen and Don E. Schultz, editors, *Raising the Corporate Umbrella: Corporate Communications in the 21st Century*, New York, NY: PALGRAVE, 2001, pp. 149-171. Marilyn Roberts and Hanjun Ko, "Global Interactive Advertising: Defining What We Mean and Using What We Have Learned," *Journal of Interactive Advertising*, Vol. 1, Num. 2, Spring 2001. Jon Morris, Marilyn Roberts and Gail Baker Woods, "Emotional Responses of African-American Voters to Ad Messages," in Lynda Lee Kaid and Diane Bystrom, editors, *The Electronic Election: Perspectives on the 1996 Campaign Communication*, Hillsdale, NJ: Lawrence Erlbaum Associates, Inc. 1999, pp. 257-276. In addition, her work has appeared in *Political Communication*, *Journalism Quarterly*, *Harvard International Journal of Press/Politics*, *Mass Communication Review*, and *Journal of Advertising Education*.

Robinson, Judy L. Journalism. Robinson is the Executive Director of the Florida Scholastic Press Association. She received her MAMC and Ph.D. in Mass Communications from the University of Florida. Her research interests include media & new media literacy, changing roles of scholastic journalism organizations, development and role of mobile media and diffusion & reinvention: podcasting. She recently presented "New Freedoms in Media: Teaching the Digital Journalism of Tomorrow." She currently teaches Developing Digital Online Learning.

Rodgers, Ronald. Journalism. Rodgers has more than 20 years of experience in the newspaper business working overseas in Japan and South Korea, and in California, Oregon, Washington, Arizona, and Alaska as a reporter, editorial writer, copy editor, slot editor, assigning editor and page designer. His research agenda is driven by his professional experience, and topics that interest him largely revolve around media history, especially the formation of normative standards and media ethics, and, concomitantly, the historical and contemporary agents of influence on media content and their effect on democracy and the marketplace of ideas. His publications include: Rodgers, R.R. (2004). From a boon to a threat: Print media coverage of Project Chariot, 1958-1962. *Journalism History*, 30(1), 11-19. Rodgers, R.R., Hallock S., Gennaria, M., & Wei, F. (2004). Two papers in joint operating agreement publish meaningful editorial diversity, *Newspaper Research Journal*, 25(4), 104-109. Rodgers, R.R. (Summer, 2006, in press). Book review of *Journalism: The democratic craft*, *Newspaper Research Journal*. His professional conference presentations of refereed papers include: Rodgers, R.R. (2006, August). 'The newspaper with a conscience': Discourse on journalism's responsibility to society and civic life in the late 19th and early 20th century. Rodgers, R.R. (2005, August). OhmyNews and its citizen journalists as avatars of a post-modern marketplace of ideas. Rodgers, R.R. (2005, August). 'Keeping step to the music of the drums': Editor & Publisher and the problems of journalism in the war years and beyond, 1914-1923. Rodgers, R.R. (2005, August). 'Journalism is a loose-jointed thing': A content analysis of Editor & Publisher's discussion of journalistic conduct prior to the Canons of Journalism, 1901-1922. Rodgers, R.R. (2004, August). Tainting of the stream of pure news: Collier's criticism of the newspaper press during the Norman Hapgood years, 1902-1913. Rodgers, R.R. (2004, August). Double crossing democracy? The civic vision vs. vertical integration in the debate over the cross-ownership ban. Rodgers, R.R. (2004, August). The genteel magazines' criticism of the daily newspaper press, 1890-1910. Rodgers, R.R. (2004, August). Technology outruns the law: Newspapers and the e-mail public records quagmire.

Spiker, Ted. Journalism. Creative activities: Writing for national consumer magazines. Specializes in health, fitness, narrative and essays. Contributing editor to *Men's Health* magazine, editor-at-large of *Women's Health* magazine, and work has also appeared in *Outside*; *Fortune*; *O, The Oprah Magazine*; *Runner's World*; *Prevention*; *In Style*; *Sports Illustrated Women*; *St. Petersburg Times*;

Writer's Digest; The Philadelphia Inquirer Sunday Magazine and more. Co-author of two national bestselling health books, including *YOU: The Owner's Manual*. Former articles editor for *Men's Health* magazine. Also interested in research about the magazine industry with special emphasis on the effects and trends in magazine covers. Scholarly paper about the images portrayed in 9/11 magazine covers appeared in the *Journal of Magazine and New Media Research* (Spring 2003). Courses taught include Magazine & Feature Writing, Advanced Magazine & Feature Writing, Applied Magazines, Magazine Management, and Journalism as Literature.

Sutherland, John. Advertising. A research and strategic planning consultant, Sutherland teaches research, planning and sales management. His research interests include market intelligence, brand personality and creative concepts. Example publications include Geason, J. and Sutherland, J. *Developing an Effective Marketing Plan: A Working Guide for Radio Broadcasters*, Washington, D.C., National Association of Broadcasters, 1989; "A Model of Marketing Information Flow," by J. Sutherland, L. Duke and A. Abernethy, *Journal of Advertising*, Winter 2004; "Olympic athletes and heroism in advertising: Gendered concepts of valor?" by R. Goodman, L. Duke and J. Sutherland, *Journalism and Mass Communication Quarterly*, Summer 2002; and "Briefing the big winners: an analysis of creative briefs from Clio-winning agencies," a presentation at the American Academy of Advertising conference, by Z. Ghanimi, Z., L. Duke Cornell, J. Sutherland, J. and A. Abernethy, Spring 2006.

Treise, Debbie. Advertising. A specialist in science and health communication, Treise has received funding for her research in science journalism from the National Aeronautic and Space Administration (NASA) and the Kaiser Family Foundation. Her publications include: Weigold, M. and Treise, D. Invited book chapter, Sage: *Handbook on Communicating and Disseminating Behavioral Science* (Chapter 3. The State of Science Communication Theory, Research and Best Practices), published Spring, 2007; Treise, D. & Rausch, P (2007). "The prescription pill paradox: Nurse practitioners' perceptions about direct-to-consumer advertising." *Journal of Pharmaceutical Marketing and Management* (17(2), 2006.); Weigold, M. & Treise, D. (2004). Attracting Teen Surfers to Science Web Sites. *Public Understanding of Science*, 13, 229-248; Treise, D., Walsh-Childers, K., Weigold, M. & Friedman, M. (2003). Cultivating the Science Internet Audience: Impact of Brand and Domain on Source Credibility for Science Information. *Science Communication*, 24, 309-332; Treise, D., and Weigold, M. (March, 2002). Advancing science communication: A survey of science communicators. *Science Communication*, 23(3), 310-322. Treise, D., and Weigold, M. (2001). AIDS public service announcements: Effects of fear and repetition on predictors or condom use. *Health Marketing Quarterly*, 18(3/4), 39-61. Treise is a member of NASW, AAAS, AHCI and regularly reviews for NIH and NSF panels.

Tripp, Bernell. Journalism. Specializes in sports writing and has won several awards for her spot sports coverage and sports writing. Before joining the College of Journalism and Communications, Tripp was a sports writer for the *Pensacola News* and freelanced for the *Orlando Sentinel*, *Florida Times-Union* and the *New Orleans Times-Picayune*.

Villegas, Jorge. Advertising. Villegas' teaching interest is in advertising courses that deal with strategy, international and theory issues. Previous to his studies at the University of Texas at Austin where he obtained his PhD in advertising, he was an assistant professor at ITESM (Mexico), as well as the partner of a market/advertising research company. Villegas' main research interest is the influence of affect in commercial or health-related messages communicated via traditional or interactive media. His work has been published in *Health Education Research*, *Schizophrenia Bulletin*, *Proceedings of the American Academy of Advertising*, and a chapter in the book *Advertising and Consumer Psychology Book Series*. He has received research awards from organizations like the *American Academy of Advertising* as well as participated as a member of research teams sponsored by the National Institute of Mental Health and the [Defense Threat Reduction Agency](#). His professional service includes participation in NIMH's sponsored conferences on Stigma and Mass Media, reviewer for journals like *Marketing Theory*, and co-chair of the *Pre-Conference of the 2003 American Academy of Advertising Conference*.

Wagner, Elaine. Advertising. Wagner specializes in design, graphic production, and issues related to teaching creative classes. Her research addresses teaching with "mastery learning" techniques, and accommodations for learning disabled students. Research has appeared in *Journal of Advertising Education* and *Journalism and Mass Communication Educator*. Wagner has made numerous peer-reviewed presentations at conferences organized by the Association for Education in Journalism and Mass Communication (AEJMC) and the American Academy of Advertising (AAA). She also presents workshops related to computer production and design; and she is in the process of completing a book: *Why do they do it that way? Q&A about print production and media insertion*. Wagner's creative activity has been acknowledged by the Library of Congress; published in *Creativity 33* and *Step Inside Design* magazine; and she has received numerous Addy awards. She also has received awards for teaching and service at the local and national level. Wagner currently serves on the editorial advisory board of *Journal of Advertising Education*.

Walsh-Childers, Kim. Journalism. Specializes in health communication, particularly news coverage of health issues. Publications include *Sexual Teens*, *Sexual Media*, 2002 (Edited with Jane Brown & Jeanne Steele.); "Effects of Media on Personal and Public Health" (with Jane Brown), *Media Effects: Advances in Theory and Research* (J. Bryant and D. Zillman, Eds), 2002; "Mass Media and Health Issues" (with Debbie Treise), *History of the Mass Media in the United States: An Encyclopedia* (Margaret Blanchard, Ed.), 1998; "Victims and Villains: The Framing of Health Care System Issues in Daily Newspaper Stories" (with C. Lepre & J. Chance), *Newspaper Research Journal*, in press; "Daily Newspaper Coverage of the Organization, Delivery and Financing of Health Care" (with J. Chance & K. Swain), *Newspaper Research Journal*, Spring, 1993; "Women Journalists Report Discrimination in Newspapers" (with J. Chance and K. Herzog), *Newspaper Research Journal*, 1996; "Images of Women as Sex Partners," *Images that Injure: Pictorial Stereotypes in the Media* (Paul Lester, ed.), 1996. "Finding health and AIDS Information in the Mass Media: An Exploratory Study Among Chinese College Students" (with D. Treise, K. Swain, and S. Dai), *AIDS Education and Prevention*, 1997; "Sexual Harassment of Women Journalists" (with J. Chance and K. Herzog), *Journalism and Mass Communication Quarterly*, 1996.

Weigold, Michael F. Advertising. "Endorser ideology and image: The moderating role of need for cognition in candidate evaluation," (1996) in L. Reid (ed.), *Proceedings of the 1996 American Academy of Advertising*, Athens, GA: American Academy of Advertising. "Managing threats to identity: The accountability triangle and strategic accounting," (with V. Sheer) (1995) *Communication Research*, 22, pp. 592-611. "Ethics in advertising: Ideological correlates of consumer perceptions," (1992) (with D. Treise, J. Conna, and H. Garrison) *Journal of Advertising*, 23. "Negative Political Advertising: Effects of target Response and party-Based Expectancies," (1992) in L. Reid (ed.), *Proceedings of the 193 American Academy of Advertising*, Athens, GA: American Academy of Advertising. "Negative Political Advertising: Individual differences in response to image versus issue ads," (1992) in L. Reid (ed.), *Proceedings of the 1992 American Academy of Advertising*, (pp. 144-149), Athens, GA: American Academy of Advertising.

Wright, John W., II. Dean Telecommunication. *Perspectives on Radio and Television: Telecommunication in the United States*, 4th ed. (New York: Erlbaum, 1998) (with F. Les Smith and David H. Ostroff).. "Trial by Media: Reliance on Newspapers and Television and Perceptions of a Criminal Defendant," *Communication Law and Policy*, (Fall 1997, in press) (with Susan Ross). *Electronic Media and Government: The Regulation of Wired and Wireless Communication*. (White Plains: Longman, 1995) (with F. Les Smith and Milan Meeske). "A Longitudinal Study of Perceptions of the Deregulation of Television," *Communication Studies Journal*, 14 (Fall 1990), pp. 1-15 (with Lawrence A. Hosman). "The Effects of Hedges and Intensifiers on Impression Formation in a simulated Courtroom Context," *Western Speech Communication Journal*, 51 (Spring 1987), pp. 173-178 (with Lawrence A. Hosman).

ACADEMIC INTEGRITY IN GRADUATE STUDIES IN THE COLLEGE OF JOURNALISM AND COMMUNICATIONS

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

Plagiarism: Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

Cheating: Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

Research integrity: The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity.

Misrepresenting data reported in a thesis or dissertation is a clear violation of the rules and requirements of academic integrity and honesty.

Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

I have read and understand this document, and I agree to abide by these standards.

Name (please print)

Date

Signature

Avoiding Plagiarism

By the time you reach graduate school, you *should* already have had the opportunity to write a research paper, and so you *should* have had some instruction in how to cite others' work properly to ensure academic honesty and to give credit to those upon whose work they are drawing for their own papers. However, recent problems with plagiarism and improper citation have revealed that many students apparently do not understand what constitutes plagiarism or how to avoid plagiarizing by using others' work correctly. This guide is meant to clarify what **is** acceptable use of others' work and what **is not**.

Even after you have read this guide, however, it is imperative that students consult the instructor in each course if they have questions about properly citing others' work. Don't rely on your friends or other students to tell you what professors expect. Ask the professors themselves, and keep asking questions until you are certain you understand how material drawn from others' work should be credited.

What types of materials must I cite to avoid plagiarism?

In short, **everything**. Any material you use, from any source, **MUST** be properly cited. If you yourself did not write the material – and if you did not write it the way it appears in the paper – you must give credit to the original author or source. This includes material from scholarly publications, newspapers, magazines, advertising, press releases, television programs, web pages, conference papers, speeches, etc.

How should I cite material copied word-for-word from another source?

If you use material copied verbatim from any other source, you must enclose the verbatim material in quotation marks to indicate that the particular wording of the passage was not your own. For instance, look at the material below, drawn from an article published in the *Journal of Health Communication*.

"The results also show that the depiction of young models in ads for youth brands is not simply a consequence of the fact that people generally find younger models more attractive than older models. In the ads for the adult brands, such as Merit, Eve, and Carlton, few people perceived the models as less than 25 years old. Those brands are clearly targeted toward adults, usually promising lower tar and nicotine than other brands in an effort to encourage brand switching by addicted smokers, and consequently the models they depict are also clearly adults. Some brands in this study usually regarded as adult brands, notably Lucky Strike and Parliament, did feature models who appeared to a sizable proportion of participants to be under 25, perhaps indicating an effort to reposition these brands as youth brands."

Talk is Cheap: The Tobacco Companies' Violations
of Their Own Cigarette Advertising Code
JEFFREY JENSEN ARNETT
Journal of Health Communication, 10:419–431, 2005

If you used part of a sentence from this segment of the article, it should appear like this:

Arnett (2005) concluded that the data "also show that the depiction of young models in ads for youth brands is not simply a consequence of the fact that people generally find younger models more attractive than older models" (p. 429).

The citation style might vary depending on which reference style you are using, but all reference styles require that you enclose the word-for-word material in quotation marks and indicate the page on which it appeared.

If you used the entire passage, most reference styles would require that you single-space the material and indent it from both margins. The indentation and single-spacing then take the place of the quotation marks to show that the wording is that of the original author, not yours.

The results also show that the depiction of young models in ads for youth brands is not simply a consequence of the fact that people generally find younger models more attractive than older models. In the ads for the adult brands, such as Merit, Eve, and Carlton, few people perceived the models as less than 25 years old. Those brands are clearly targeted toward adults, usually promising lower tar and nicotine than other brands in an effort to encourage brand switching by addicted smokers, and consequently the models they depict are also clearly adults. Some brands in this study usually regarded as adult brands, notably Lucky Strike and Parliament, did feature models who appeared to a sizable proportion of participants to be under 25, perhaps indicating an effort to reposition these brands as youth brands. (Arnett, 2005, p. 429).

What if I want to paraphrase what another author wrote?

The key to paraphrasing properly is to make sure you're summarizing the meaning of the other author's work in your own words, not simply making slight modifications to the original author's wording. For instance, the "paraphrase" below is **not correct**:

Arnett (2005) concluded that his data showed that the **portrayal** of younger models in ads for youth brands was not **merely a result** of the **reality** that **consumers** generally find younger models more attractive. He argued that in the ads for adult-**targeted** brands, such as Merit, Eve, and Carlton, **only a few people saw** the models as less than 25 years old. Those brands are **obviously** targeted toward adults, **typically** advertising lower tar and nicotine than other brands in an **attempt** to encourage **addicted smokers to switch brands**, **so** the models they **use** are clearly adults.

In this **incorrect paraphrase**, a few words (which appear in **boldface**) have been changed; however, the essential structure of the information still mirrors what was written by the original author. Thus, it still constitutes plagiarism.

A **correct paraphrase** would read something like this:

One explanation for the use of younger models might be that consumers have been shown to perceive younger models as more attractive. However, Arnett (2005) concluded that model attractiveness did not explain the use of younger models in ads for youth-targeted cigarette brands because few participants perceived the models used in adult-targeted brands, such as Merit, Eve, and Carlton, as appearing younger than 25. These brands, usually aimed at persuading addicted smokers to switch brands, typically emphasize the brands' lower tar and nicotine and use models who are obviously adults older than 25.

An important note about paraphrasing:

You'll note that the preceding example of correct paraphrasing still includes the author's name and the year the article was published. This is to make it clear that the ideas stated there are not yours – they are someone else's.

What if I don't have the original article but want to cite a work I've seen mentioned in another article?

First, you should be aware that citing someone else's explanation of what a different author has said generally is not recommended. In most cases, you should seek out the original work because it's always possible that when you read the original work, you will disagree with the interpretation of that work by the author whose citation you had seen.

However, if you cannot find the original work, your in-text citation makes reference to both the original work and the article in which you found it described. In the reference list, you will show that you were quoting from someone else's citation of the work.

For instance, let's say that you want to use this quote from James Tiedge and colleagues concerning the third-person effect: "In either case, most people appear to be willing to subscribe to the logical inconsistency inherent in maintaining that the mass media influence others considerably more than themselves" (Tiedge, Silverblatt, Havice & Rosenfeld, 1991, p. 152).

But you can't find the original work – instead, you only have the citation from Richard Perloff's chapter in a book. In the text, cite both works:

"In either case, most people appear to be willing to subscribe to the logical inconsistency inherent in maintaining that the mass media influence others considerably more than themselves" (Tiedge, Silverblatt, Havice & Rosenfeld, 1991, p. 152, as cited in Perloff, 2002).

In the reference list, however, you would ONLY list Perloff:

Perloff, Richard M. (2002). The third-person effect. In J. Bryan and D. Zillman, Eds., *Media Effects: Advances in Theory and Research*, 2nd Edition, (pp. 489-506). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

What if there's no author to cite?

Let's say you want to use a passage from the First Amendment Center's report on its 2005 State of the First Amendment Survey. If you were going to use the following paragraph word-for-word, you'd simply enclose the passage (or the part of it you used) in quotation marks. Instead of listing the author – because there isn't one listed – you would credit the report itself in the reference (according to APA style – other styles may differ). In this case, it's an online report, so there is no page number to list. Instead, you would list the paragraph number. In the reference list, you would provide the full citation for the report, including the URL at which the report can be found.

"Nearly 80% of respondents agreed that broadcasters should be allowed to televise the proceedings of the U.S. Supreme Court, though less than half agreed that broadcasters should be able to televise any courtroom trial they wish." ("State of the First Amendment," 2005, ¶11).

You'd use a similar procedure if you were going to paraphrase the material from that paragraph:

The State of the First Amendment survey (2005) revealed that less than 50 percent of respondents believe broadcasters should have free reign to televise any courtroom trial; however, almost 8 in 10 respondents supported broadcasts of U.S. Supreme Court cases.

The penalties for plagiarism

Any violation of the above stated conditions *in any class taken at UF* is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

This document applies to all students taking courses in the College of Journalism and Communications. If you are not a student in our college, please sign the document and return it to your professor.

I have read and understand this document, and I agree to abide by these standards.

Print Name

Date

Signature

HIGHLIGHTS IN THE COLLEGE'S HISTORY

YEAR	SPECIAL EVENT
1906	University News, forerunner of Independent Florida Alligator, first published.
1915	Maxwell Newton Beeler joins faculty of the College of Agriculture as first part-time teacher of journalism. First class, "Agricultural Journalism," taught in Spring Semester 1916.
1925	Legislature approves appropriation for setting up Department of Journalism and hiring full-time professor. First full-time professor, Orland Kay "O.K." Armstrong, sets up Department of Journalism.
1927	Faculty expands to two as Elmer J. Emig arrives.
1928	First degrees in journalism conferred in June. WRUF-AM goes on air.
1929	Elmer J. Emig named Department head, July 1, 1929.
1947	In summer term, first master's degree conferred.
1948	Faculty expands to three when John Paul Jones, Jr., arrives.
1949	School of Journalism founded, July 1, 1949. Rae O. Weimer named Director of School. WRUF-FM goes on air.
1950	School of Journalism accredited, July 1, 1950.
1954	School expands to School of Journalism and Communications.
1955	School accredited in Advertising. School moves to Stadium Building.
1956	University's first teaching by television started in School.
1958	Board of Control designates University of Florida to have only state School of Journalism and Communications in Florida. WUFT-TV goes on air. School accredited in Radio-Television.
1959	James "Mickey" Ellenberg, Jr., becomes 500th journalism graduate at June Commencement.
1967	Board of Regents votes for School to become College.
1968	John Paul Jones, Jr., named Dean of College.
1969	100th student graduated from master's program.
1970	Communication Research Center becomes a full-time operation.
1972	College departmentalized into Advertising, Broadcasting, Journalism, and Public Relations.
1973	Independent Florida Alligator becomes independent and moves off-campus.
1976	Ralph L. Lowenstein named Dean of College. School accredited in Public Relations.
1980	College moves into Weimer Hall in spring quarter.
1980	College initiates "Professional Summer" program for faculty members.
1981	WUFT-FM goes on air.
1986	500th student graduated from master's program.
1989	W10BR (now WRUF) goes on the air.
1990	In May, first two doctoral degrees in mass communication conferred.
1994	Terry Hynes named Dean of College. The Interactive Media Lab is established.
1996	Graduate programs received highest overall ratings in the nation in <i>U.S. News and World Report</i> .

YEAR	SPECIAL EVENT
1997	Documentary Institute joins the College of Journalism and Communications. College offers a new degree plan in documentary production.
1998	Department of Advertising is certified as an Institute by the International Advertising Association. This is the first fully certified institute in the United States.
1999	College offers a new joint Juris Doctor/Ph.D. in mass communication. College awards its 50 th Ph.D. degree.
2000	“Celebration 2000” in recognition of the 75 th anniversary of the beginning of a formal journalism curriculum at UF and the 50 th anniversary of Rae O. Weimer’s arrival at UF. Division of Graduate Studies and Research offers a project option in addition to thesis and non thesis options for the Master’s degree. The Graduate Division was officially renamed the Division of Graduate Studies and Research.
2001	College offers a new degree program in Science/Health Communication.
2002	New addition to Weimer Hall which houses the Radio Reading Service was dedicated. College awards its 75 th Ph.D. degree College awards its 1200 th Master’s degree. Master of Advertising admits first class of students
2003	College admits first students to 4/1 joint degree programs
2004	College awards its 100 th Ph.D. degree College awards first MADV degrees in spring 2004.
2006	John W. Wright, II named Interim Dean of the College Linda Hon named Senior Associate Dean of the College ACEJMC re-accredits the undergraduate and graduate masters’ programs.
2007	John Wright named Dean of the College of Journalism and Communications