

Curriculum

MA

The Pennsylvania State University, Communication, 19

PROFESSIONAL EXPERIENCE

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| 1997 - present | Louisiana State University, Baton Rouge, LA
Instructor of Communication Studies |
| 1997 - 2014 | Our Lady of the Lake College, Baton Rouge, LA
Adjunct Instructor, Arts and Sciences |
| 1990 - 1997 | Louisiana State University, Baton Rouge, LA
Graduate Teaching Assistant, Speech Communication |

TEACHING RESPONSIBILITIES

4/5 courses per year

UNIVERSITY AND DEPARTMENTAL SERVICE

Ongoing	Trained, supervised, and mentored 16 graduate student assistants in both lower and upper division classes.
2014	Evaluation Committee
2014	Degree Outcome Assessment
2013	Committee Member Honors Thesis (Douglas Secrest – Economics)
2013	Departmental Pathways Project (department wide)
2013	Tested CMST 2063 GenEd Outcome Assessment Procedure
2013	Secured General Education Status for CMST 2063
2012	Developed General Education Proposal for CMST 2063
2011	Developed Rhetorical Invention Assessment Procedure for CMST 2060
2010 - 2011	General Education Assessment Committee
2010	Tested ultra-large section of CMST 2010 in Cox Gym Armory
2009	General Education Re-certification Committee CMST 2010
2009	General Education Re-certification Committee CMST 2060
2009	2010 Textbook Selection Committee
2007 - 2009	Degree Assessment and Evaluation Committee
2007	Strategic Planning and Self Study (department wide)
2007	Undergraduate Communication Studies Student Organization Committee
2006	2010 Textbook Selection Committee
2005 - 2008	Departmental History Committee
2004 - present	Judge, State High School Rally
2004 - 2012	Judge, Mardi Gras Debate Tournament
2004 - 2008	Chair (and sole member), Office Equipment Committee

TEACHING PHILOSOPHY

Teaching and student learning are inseparable. Accordingly, for me it is always crucial to stay mindful that the classroom is a developing community, built like all communities from live, two-way interaction. It is a process, not a thing. Were I to sum up my approach in one word, I would choose contact

Communication as a discipline offers singular opportunity to merge theory and application. Therefore, in the classroom, I believe it imperative to drive theory with praxis, praxis with theory. The pragmatics thus involved demand that students acquire a wider range of strategies for dealing with the possibilities, pressures, and responsibilities offered by our daily encounters. Authentic community is only constructed through live interaction. Thus, the classroom becomes a model, a synecdoche for the emergence of community in the greater society. My students learn from me and I learn from my students: All accomplished through daily interaction.

And an interactive, open environment it must be. Michael Polanyi instructs us that the tacit dimension is activated in human interaction. In this dynamic, knowledge is not just conveyed, it is created. It is rhetorically co-constructed by members of a community through their daily encounters. I strive to make my classroom a focused incubator of precisely such a dynamic. I do not parrot a textbook, instead I build upon that foundation.

Our world is predicated on the idea that the citizenry advocate ideas in the open marketplace of civic discourse, and critically discriminate among competing propositions. For me, both represent necessary skills for responsible citizenship as well as personal and professional advancement. Our discipline brings much that is transcendent. Not only do we teach our subject matter, our subject matter in turn equips people to become better at whatever they happen to do. Thus, my approach is informed by a confidence that an understanding of basic communication theory and its application is fundamental to the maturation of civic virtue in each individual. I strive that my students fully realize that all of our fortunes are cojoined.

Rhetoric is my area of specialty. As the communication art specifically concerned with the constructed and the contingent, rhetoric is embedded in and productive of the realities we experience. However, the construction of civil society is not the only 'p Vg&ö