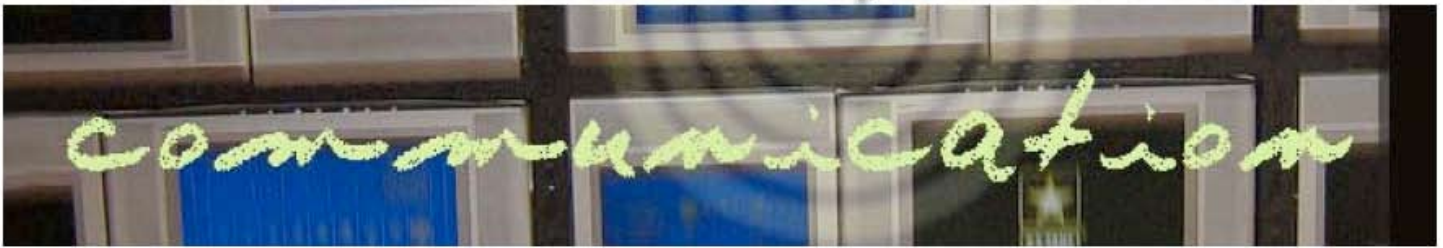


# UCSD's Communication Department Presents



## Undergraduate Newsletter Academic year 2007-2008 Number 2

### A Night of Networking: COMT1 7 5 Has It's Second Event

By Grace Wu

It was a night of new and old united. Students from COMT175: Representing Communication held a networking event for current and former UCSD Communication majors. Alumni from as far back as 1981 were present at the Communication Information Night with undergraduates who wanted to discuss possible career choices in the field of Communication. Hosted at the new Price Center Forum, the event gave Communication alumni the opportunity to reacquaint themselves with a campus that some had not set foot in for years. Ten alums, whose class years ranged from 1981 to 2006, forty-five undergrads, plus Michelle Segall, a representative of the Alumni Association were all in attendance. Professor Michael Cole welcomed past and current

Communication students with recent research findings that show converging interests and concerns among student and alums. "The profile of undergraduate interest almost perfectly matched those of the alumni who responded to the survey. We hope there's a convergence of interest in needs, particularly people interested in mentoring students, and offering internships. I can teach you how to do research but I can't teach you the things that these [alumni] do. The 'u'berpurpose of these events is to have students and alumni together," Professor Cole said, giving a quick overview of what the COMT 175 is about. Senior Shayda Naeim from the COMT 175 class moderated, guid-



ing the panelists in questions about the necessity of graduate school, how to network, professional etiquette, and common mistakes those new to the job market make. From a selection of entrepreneurs, those in the marketing, advertising, public relations, and even the communication management field, there was a smorgasbord of input and perspectives. Some of the questions addressed concerned graduating students and their future, such as what kind of professional experience the alumni had

*Cont'd in page 2*

#### Inside this Issue:

- A Night of Networking ..... 1
- A Change to Hands on Media ..... 1
- Student Spotlight ..... 2
- One Step Closer to Graduate School ..... 3
- A Change to Hands on Media ..... 3
- Professor Spotlight ..... 4
- Paperwork or Preparation? ..... 4

### Stay tuned for Winter 2009...

• The Rady School of Management (MGT) is creating a minor in business and management science. It should be available by Winter 2009.

• All majors are open to take undergraduate courses in Marketing, Finance, Business Management and Leadership.

• Great opportunity to take classes that offer hands-on experience in fields not offered by the Communication Department.

• Work on current case studies with experienced professors who are working in the industry.

• Take classes like: MGT 103 Product Marketing and Management, MGT 121A Innovation to Market, MGT 164 Organizational Leadership, MGT 172 Business Project Management, and MGT 181 Enterprise Finance.

For more info and enrollment visit MGT on [tritonlink.com](http://tritonlink.com)

### A Change to Hands on Media

By Kenna Thomas

One of the few practical classes available through the Communication department is COGN 21 with the attached 22 lab. Yet, depending on what year you are, you might have received a different version of this introductory class compared to other Communication students because of a change in production curriculum. COGN 21, Methods of Media Production, has recently changed quite drastically in regard to the attached lab. In the winter quarter of 2007, the Communication administration enacted the plan to make the production lab (22) optional. Professor Zeinabu Davis, who is currently teaching the class, explained that this decision was made because the class was extremely over-enrolled

so that mostly juniors and seniors were taking the class. Since the class is considered introductory, the juniors and seniors weren't able to take other COMT production classes afterwards and the class seemed out of order with the other classes that they were taking. Also, because the lab primarily



consists of group projects, many students who were not interested in production did not contribute equally with other members. The purpose of the class, to introduce younger communication majors to the practical side of media by actually using a camera, was not being fulfilled. Now that the lab is optional, there are more sophomores in the lecture, but less people are taking the hands-on lab. Prof. Brian Goldfarb, who has taught the class both before and after changes was made, has noticed that "the students who choose to be in the lab are more

*Cont'd in page 3*

## A Night of Networking (Cont'd)

before and after graduating. As the alumni offered advice based on their experience, the students copiously took notes that would assist them in their career and internship-finding endeavors. Ian Stone, who graduated in 2006, stated frankly what kinds of expectations there are in interviewing for a company. "If I see a spelling error in a résumé or cover letter, it's almost an automatic disqualification. If you misspelled information, why can I trust you to do anything for me? A lot of times I won't do a second interview if I don't get some kind of response. If I'm on the fence about [hiring] someone, a hand-written thank you letter is usually the make-or-break." Stone, who works in public relations, also highlighted the importance of do-

ing research on the company you want to work for before the interview; at least know what the company is about before the interview. A tip Stone gave was to search for press releases on the Internet before the interview and reference in the interview. Kate Lee from the class of 2006 recalled interviewing a potential intern for a public relations position but the interviewee did not even know what the relations was about. That simple tidbit from an employer's perspective, made students aware of real world professional standards. Through this event, the alumni were able to reconnect with the alma mater. As one alumnus said during the panel, there is no reason for them to set foot onto the UCSD campus after graduation. They want to come

back, but without an invitation it is difficult to find a reason. As the event drew to a close students and alumni continued one-on-one cultivating what promises to be a start of a sustainable relationship. The

Communication Information Night was more than just an exchange of business cards— it was the start of creating long-lasting connections between the alumni and the students who seek their expertise.



## Student Spotlight: My Internship at Donate Life

By Ellyne Dudkowski

Christina Courtney shares a personal connection with Donate Life because of her fifteen year old brother's donation when he passed away three years ago. Her family was faced with the option to donate her brother's organs which saved five people's lives. Her family soon started volunteering at Donate Life and they became involved in the organization. Christina is a Mayorathon

of organ donation and facilitates organ/ tissue donation. Nearly one hundred thousand people are currently waiting for life saving organ transplants. One person's tissue donation may enhance up to fifty lives and organ donations can save up to eight people's lives. This year Christina assisted in putting on the Donate Life Run/Walk event that took place on April 26th in Fullerton, California. The event benefited organ donations and spread awareness.



Exhibitor Coordinator Intern at Donate Life. Donate Life is a non-profit company that conducts many community outreach programs that educate people about the facts

Six thousand people attended the Donate Life Walk/Run, half of the participants were families of people who had donated organs. Families would unite wearing shirts with pictures of their lost

loved ones. A Dove ceremony embraced happy memories and fosters a special place for families to remember their loved ones in a positive manner while helping others. The internship gave Christina practical applications of her Communication major: a strong written communication, valuable networking skills, and some database management. Christina's responsibilities for planning the Donate Life Run/Walk event were divided between facilitating vendors, coordinating the BMX bike show, and the Mayorathon Challenge in which twenty-two civic leaders attended. Christina was also able to obtain proclamations from thirty-three of the thirty-four cities in Orange County designating April to be Donate Life Month and seventy-one counties state wide. Even Governor Schwarzenegger chimed in to proclaim April as Donate Life Month in a press conference the following week. The DMV has also collaborated with Donate Life by adding an organ donation option on each Driver's License application and incorporating one test question on the driver's license exam. Now driver's education courses must spend time educating students about organ and tissue dona-

tions to prepare them for the exam. As a result Donate Life now has over three million people on the donation registry in California alone and it continuously grows daily. Christina is a prime example of how a rewarding internship can be found by networking with family and friends. Her internship has led to a full time position after she graduates this spring and she will become a Donate Life Events Coordinator. Christina looks forward to planning the Rose Parade in December and going to Pittsburg for Transplant Games in July. Transplant Games are a nationwide event where transplant recipients compete in sporting events to celebrate life and how happy and healthy they are post surgery while recognizing donor families. This is an example of one of our recent graduates who has used written communication, database management, and networking skills learned at UC San Diego in supplement to practical skills learned at her internship that led to a full time position.

# One Step Closer to GRADUATE SCHOOL

By Cristina Mis

Have an interest, choose your favorite professor, write a proposal, and you could have been one of the students that had the honor to present their challenging two-quarters long research topic presentations on April 16. This year, five students delivered their research for the Communication department at UCSD. Students Cindy Ly, Kim Doan, Lauren Saunders, Maria Bernabe, and Cecilia Lei each gave a ten-minute presentation. From the analysis of stereotypes of Asian women to gender and eating disorders, genetically processed foods and research on the Asian Pacific Islander community, the students had the opportunity to investigate the subjects they are most fond of and analyze the debated issues in a global perspective. Communication major senior student Cecilia Lei, for example, closely examined the UCSD

Asian American population, particularly the Asian Pacific islander community (API). The student analyzed its hyper-visibility and how this could lead to problematic issues on campus. Lei looked at campus media, statistics, the dynamic of API student organizations, and the controversy of the Revelle Semi formal 2008 to gauge the racial environment of UCSD for APIs and the institutional gaps that perpetuate the lack of address to Asian American issues. Lei argued that the API population still suffers racial invisibility and is largely ignored despite being the plurality population at our university. "Self-initiated research was an extremely eye-opening process," said Lei. "The Honors Program at UCSD is a very empowering experience. Not only academically, but from a personal point of view it made me very proud of myself." The Honors Program at UCSD is a two-quarter long project in which

seniors have the opportunity to choose a specific topic they are extremely interested in. During this time, a professor and an advisor help each student with their research topic while supporting and encouraging them to succeed. "I felt lucky to establish a close relationship with two amazing women, Professor Olga Vasquez and my advisor, Zeinabu Davis," Lei said. "I could not have done all that amazing work without them." The application process to the program involves choosing a professor who will match with a particular topic, writing proposal, submitting it, and waiting for the selection in June. Professor Vasquez believes that the Honors Program helps students develop a detailed and challenging argument, learn how to become proficient at research while preparing undergraduate seniors for graduate school and internship work. "This is a great opportunity for students to succeed academically and

gain confidence in their research skills," Vasquez said. The professor follows the student throughout his/her research while the advisor looks at the content of the presentation and the various factors and arguments involved with the issue in question." The Honors Program at UCSD is not only an academically enriching experience, but also a gateway to succeeding in graduate school and overcoming the fears some students confront in college. "I am currently taking the senior seminar right now," said Lei. "But I am not nearly as worried about it as I would have been had I not taken the Honors Program. I am very grateful I made that choice. Now graduate school seems closer than ever." For more information about the Honors Program, please contact the Communication Department.

## A Change to Hands on Media (Cont'd)



interested and enjoy the projects more. These projects have even been made more ambitious because the students are more motivated." Because the class is group-based, TA's such as J.R.

resulting media piece. Some students have no interest in taking a practical class, some are too nervous to actually hold a camera or participate in a production class,

Osborn have noticed that "it is important for the students to be on the same motivational level." In this way, all members of the groups participate equally and all receive the same satisfaction with their

others hear that a class is optional and figure that life would be easier without it. Many people do not know that without this lab, a communication student is not allowed to take any other further production classes or even check out any equipment, such as a camera. Many COMT classes (the only hands-on type of classes available to Communication students) have COGN 22 as a prerequisite. Also, as a TA, Osborn explained, "Any communication student should have an idea about how media is technically made." It is difficult to obtain this knowledge without this class. Osborn goes on to say, "This production class is not only useful for future filmmakers, but also for

anyone who wants to have a career in any part of the communication industry." The class also gives its students the rare opportunity to obtain hands on production experience. So if you intend to take this class in the future, do not hesitate to take the optional lab to learn new skills that you might not learn in any other course. As a communication student, the theoretical basis of so many classes can sometimes be daunting. This lab is one way to apply your studies of such things as social forces and the culture of communication by creating a piece of media.

# Professor Spotlight:



## Nitin Govil

By Grace Wu

Professor Nitin Govil's tricontinental upbringing serves as a perfect breeding ground for his research and role in the Communication Department. Professor Govil was born in India, later lived in Japan and England, and then finally settled down in the United States in high school and earned his PhD at NYU in Cinema Studies. Professor Govil's background shapes a lot of the international work he is doing. His research now takes place in India, the United States, and Britain, between UCSD, University of Southern California, University of Westminster, and Jawaharlal Nehru University (JNU) in New Delhi, India. The collaboration

that Professor Govil does with these universities is a four-way international consortium that identifies, promotes, and makes possible the research on globalization of South Asia in the 20th century. Given his fluency in Hindi, publishing in international journals is not a difficult part of the job for him. Although his work such as "Bollywood and the Frictions of Global Mobility" is published in various English-language book series and anthologies, his language fluency has enabled him to facilitate more research. In addition to research, Professor Govil's focus on globalization makes him a global academic as well. Professor Govil tries to spend his time abroad during his summers and winters. In the summer of 2007, Professor Govil taught at JNU and wishes to continue teaching media and film studies graduate seminars during the summer in the future. International work is something Professor Govil finds valuable,

and especially supports how UCSD's general education requires one to take classes about countries other than the United States. For him, it's always a matter of thinking in terms of connections and comparisons. "I can't help but think about things in [an international] way after spending my life in different places. You're always comparing things to each other. It's important to my research and what I teach," Professor Govil said. Studying globalization and emphasizing the importance of international work is not closed off to just his individual research. It is something Professor Govil tries to instill in his students as well. He teaches the course Comparative Media Systems: Asia (COSF 140A), which focuses on the development of Asian media systems as well as the issues that surround it, such as censorship, regionalism, media piracy, and identity politics. In teaching about Asian media systems, the aim is to educate

students about Asia— especially those who are not familiar with the region. Furthermore, Professor Govil's goal is to make his students think critically about ideas that appear to be their common sense— why do they believe what they do? Professor Govil actively tries to assign readings from both Asian and North American writers to underscore the importance of looking internationally for academic resources. Beyond simply class work, Professor Govil encourages his students to think internationally by thinking critically about the information they receive and not be passive about what they learn. And of course, studying abroad and travelling as much as possible is always emphasized by Professor Govil. "[It's] not just a way to understand yourself, but a way to understand the world that you live in."

## Paperwork or Preparation?

By Michelle Merlino

Many transfer students have an understanding that transferring to UCSD and completing graduation is "just about paperwork". Students meet deadlines and course requirements, and once they reach UCSD, they are halfway finished with their college experience. The paradox here is that in the Communication department, a place that focuses on communicating and collaboration, transfer students miss an important part of their experience: relationship building. Many transfer students find out all too late that, more important than simply going through the motions and achieving a degree from a university are the connections one makes for the future. Some students take it upon themselves to find ac-

tivities or groups to connect with other people and become involved as soon as they arrive at UCSD. Others become so absorbed in the paperwork juggle and the lives they have already established outside of school that they have a difficult time finding ways to supplement their education with personal contacts and practical experience. Students who spend all four years at UCSD have more time to develop relationships and seek out opportunities. For a transfer student, having limited time to build relationships can mean being left in the dark on future opportunities. So, what's a transfer student to do? We have brought together a few tips from recent transfers to help with the transition and make sure that your time at UCSD is productive, stimulating, and educational and not simply a

paperwork overload. To begin with, it is extremely important to make sure that classes taken at a community college will transfer to UCSD. The easiest and most efficient way to do this is to follow the recommendations of IGETC (the Intersegmental General Education Transfer Curriculum). The IGETC is a pattern of courses that community college students can use to satisfy lower division general education requirements for any University of California or California State University campus. There are always ways to bypass some of the IGETC courses using advanced placement (AP) or some language courses in high school. Speak with any counselor and he/she will be able to point you in the right direction. If you do, definitely, use courses from high school to satisfy

requirements of IGETC, make sure your high school transcripts are on file at your community college. (I certainly didn't take that advice... I am still dealing with the repercussions.) Once enrolled at UCSD make it a point to see your counselor as soon as possible; no need to take unnecessary courses that may push your graduation back a quarter or two. The undergraduate communication advisors are located in the Media and Communication building in room 127. Beatrice (Bea) Velasco and Jamie Lloyd have walk-in hours (check UCSD website for current walk-in advising hours) and are available over e-mail, [bvelasco@ucsd.edu](mailto:bvelasco@ucsd.edu) and [jllloyd@ucsd.edu](mailto:jllloyd@ucsd.edu) respectively.