



Deadline for NCUR Research Submission Approaching

By Megan Yeiter, Hope Senior

Acceptance into the National Conference of Undergraduate Research (NCUR) requires hard work between Communication students and faculty members.

The reward for being selected is immense. Being selected to present your research at NCUR is an experience in which students present their research to other student researchers and faculty from around the country.

In years past, six to 10 Hope Communication students attended NCUR. This year's conference is held at University of Montana, April 15-17, 2010.

The submission deadline is December 4th. Communication students are already working on their projects. Professor Deirdre Johnston is collaborating with Communication students Alison Garza and Samantha Molnar, who will submit their proposal, "International Perceptions of Global Communication."

NCUR is a highly competitive



Hope Communication students (from l-r): Abby Hoppen, a non-Hope student from Indiana, Mary Davis, and Laura Grimm attended NCUR at University of Wisconsin-La Crosse in April 2009.

program that gives Hope College communication students an opportunity to attend different research presentations.

Attending also serves as a great accomplishment to talk about during future job interviews and graduate school applications.

"Presenting your research at NCUR is an incredible learning experience, it looks good on your resume, and it is invaluable for graduate school applications," says Johnston.

Last year, student participants included Laura Grimm ("Who Controls Public Space?"; mentor Prof. Isolde Anderson); Mary Davis ("The Impact of Global Exposure on Personal Uncertainty"; mentor Prof. Johnston); Abigail Hoppen ("Analysis of Dieting and Nutrition Features in *Cosmopolitan* and *Seventeen* Magazine"; mentor Prof. Teresa Heinz Housel); Samantha Molnar ("Global

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Communication through Film: The Impact of Western Ideology on Japanese Films"; mentor Prof. Johnston); and Kristie Moote ("Demand and Withdraw Pattern and Its Negative Effects on Marital Satisfaction"; mentor Prof. Rebecca DeVries).

Alumni Q & A: Katie Dekker ('05)

By Megan Yeiter, Hope Senior

How did you choose a Communication major at Hope?

I had a double major in communication and business management. I took an introductory communication class for a Gen. Ed. requirement the fall of my freshman year and realized that the subject matter was something I wanted to know much more about.

What have you been up to post graduation?

After graduating, I spent six months volunteering in North Philadelphia. For the past 2-1/2 years, I have been working as a survey methodologist at the National Opinion Research Center at the University of Chicago. My daily work is an ever-changing mix of geography, statistics, and sociology - I've gotten the most out of my liberal arts education! As

a survey methodologist, I've been able to work on a wide variety of surveys such as the Residential Energy Consumption Survey, National Immunization Study, and the General Social Survey.

How did an internship help prepare you for a job and graduate school classes?

I have taken several graduate level courses through the Joint Program in Survey Methodology at the University of Michigan. At Hope, I worked as a research assistant under Professors Johnston and Swanson my senior year. The research I did that year laid the groundwork for my current career in research.

What is one career goal you have?

I want to continue working in the non-profit research sector and develop my skills as a sampling expert in the field of survey methodology.

What was one of your favorite classes within the Communication Department?

I really enjoyed Communication & Conflict. The skills and knowledge learned in that class have been very applicable in developing constructive communication skills in both the professional and private sectors of life.

Do you have any advice for graduating seniors?

Be persistent finding a job you love. While your dream job may not come right away, do not settle in the long-term doing something you are not passionate about. I love going to work every day, and cannot imagine having it any other way!

Spielvogel's Honors Class Encourages Initiative

By Colton Wright, Hope Junior

Basic academia uses a simple model for educating students. A professor lectures, and the students listen. But what happens when the roles are reversed? What happens when the professor becomes the student?

In comes Professor Christian Spielvogel. Walking into the classroom, he takes a seat. Not at the front of the class, but next to his six students at a large, oval conference table. There are no lecture notes or Powerpoint: only seven individuals collaborating together.

"Instead of having predetermined lectures to communicate to students, I work off of them," said professor Christian Spielvogel. "The Honors course is an experiment for me to re-evaluate my methods of teaching."

Spielvogel's Honors course, focusing on social media, combines theory with reality. His team of six senior students develop grant proposals to submit to the Great Lakes Colleges Association (GLCA) and implement them upon approval.

So far so good. Their first grant proposal, aimed at publishing *The Anchor* online, was approved by the GLCA committee. The \$4,000 grant will fund Phase I of the class's research.

"Thirty-five percent of students read the news on a daily basis," said Spielvogel. "But 90 percent of students have Facebook. How can we combine the two?"

With the help of ex-Microsoft programmer and NewsCloud.com founder Jeff Reifman, Spielvogel's class hopes to unveil a Facebook application promoting *The Anchor* by spring of 2010. A \$6,000 proposal for Phase II of the project, launching an online version of *The Anchor*, is still under works.

The Facebook integration isn't the only grant proposal students deliberate with Spielvogel on. Grant II focuses on creating a June-term course called "Digitizing the Civil Rights Trail." If approved, the grant would combine a class of 10 students from Hope with 10 students from Florida State University.

These 20 students would travel through the Deep South and meet with former Civil Rights leaders to create a digital record of the Civil Rights movement. Hope students would act as communication technicians while FSU

students would act as historians.

"My goal is to have one class each year work with a 12-week project," said Spielvogel. "The goal is to create nationally visible media research. I feel that this digital generation of students wants to have a more direct leadership role in their education."

Students in Spielvogel's honors course agree. "To work one-on-one, basically, with a professor like this is a tremendous opportunity that all students should strive for in whatever discipline they can," said David Moore ('10). "Collaborative research is fundamental to developing academic maturity and preparation for the grad school environment."

Next year, Professor Isolde Anderson will teach the honors course focusing on organizational culture. "Students will do an in-depth cultural analysis of an organization of their choice and write a research paper suitable for presentation at an academic conference," said Anderson via e-mail correspondence.

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-David Moore, senior

She's a Dutchman Now: Dept. Welcomes Deone Quist

By Colton Wright, Hope Junior

Don't take her allegiance to the maroon and gold Knights the wrong way. Her Calvin Knight days lay behind her. She's a Dutchman now.

"I tell my students not to hold it against me," joked Adjunct Professor Deone Quist. "I'm here now."

Quist's journey to Hope wasn't a hop, skip, and a jump from the school down US-31. After graduating with a degree in higher education,

Quist earned her master's degree at Geneva College while working in campus ministry. Here she met future Hope College Provost Jim Boelkins. Boelkins didn't bring Quist to Hope just yet. She first returned to Calvin for five years teaching public speaking and

worldview courses before heading west to Colorado. After teaching at Mesa State College and Colorado Christian University, Quist took a couple years off from teaching and started a satellite office for Bethany Christian Services in Grand Junction, Colorado.

With seven years of teaching under her belt, it was time for Quist to return to the land of wooden shoes and welkom signs. Boelkins suggested a teaching gig at Hope, and in September 2009, she was back in West Michigan, this time as a Dutchman.

Quist didn't expect a career teaching communication, but credits her path to the liberal arts education.

"You never know what you're going to do with a degree," she said. "Communications was a way for me to combine a few interests I had. I loved to write, and I loved all aspects of interpersonal interaction and group interaction."

Looking towards the future, Quist looks to improve three aspects of the communication dynamic: writing,

reading, and synthesizing information. In an e-mail she explained that students need to be disciplined writers who communicate concepts clearly and accurately. Students must also take "on the challenge of reading higher-level texts [and] understanding and applying what we read," wrote Quist. "They also need to synthesize information from each of their classes to understand the big concepts."

So far, Quist enjoys teaching Communication 101. "The students have been great," she said. "They're very responsive."



Dionne Quist

Upcoming Events

- Application for the National Conference of Undergraduate Research (NCUR) due December 4
- Saturday, December 19-Monday, January 11: Winter Break. Have a blessed holiday season!
- Tuesday, January 12: Spring Semester classes begin.