

## Elizabeth Sink

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### Education

**M.A.** Colorado State University in Fort Collins, Colorado, 2006.

Emphasis: Rhetorical Studies, GPA: 3.85, Thesis Title: *Developing Civic Competencies within the Basic Communication Course*. Thesis Committee: Martin Carcasson, Ph.D. (Chair), Cindy Griffin, Ph.D., William Timpson, Ph.D.

**B.A.** Aquinas College, Grand Rapids, Michigan, 1999.

Major: Interdisciplinary Communication, Concentration: Political Science. GPA: 3.82

### Teaching

#### Teaching Experience

**Special Instructor** in the Communication Studies Department at Colorado State University, 2006-present.

*Interfaith Leadership* (KEY272), Fall 2015. Curriculum developer and instructor.

The goal of the course advances understanding of religious pluralism, explores interpersonal skills needed to create relationships across religious lines, and motivates students to take action within their communities to improve social cohesion between diverse groups, reducing polarized views of the “religious/non-religious other.” This course will: Identify benefits of inter-religious/inter-spiritual civic cooperative efforts; Explore current case studies involving religious/nonreligious tension and evaluate overall effectiveness of interactions; Integrate interpersonal and leadership best practices into local religious/civic issues. It is not the goal of this course to debate the benefits or detriments of specific religious/spiritual views or of religion as a practice. Students need not identify with a religious/spiritual tradition to enroll or participate.

*America's Sacred Ground: Exploring Civic Interfaith Connections* (KEY 192), Fall 2015,  
Curriculum developer and instructor.

The goal of the course is to utilize a rich American history of both interreligious division and cooperation to understand the importance of knowledgeable, respectful, and effective civic communication among young adults who differ in spiritual/philosophical/religious values. This course will: Explore the current field of religious pluralism and the importance of respectful interchange between people of various spiritual and religious traditions, as well as non-faith based spiritualities such as Humanists, Agnostics, and Atheists; Encourage connections between students' own values/practices and others through interfaith dialogue; Highlight fundamental interpersonal communication practices; Participate in cooperative service activity emphasizing shared values. Students need not identify with a religious/spiritual tradition to enroll or participate.

*Professional Communication (SP333), Summer 2015*

This course focuses on the technological, interpersonal, and ethical dimensions of professional communication. Specifically, in this course you will wrestle with what it means to be a professional and how communication constitutes and signifies professionalism. Throughout this course you will participate in interviews, team activities, and make presentations. These exercises are designed to help you hone critical work skills while encouraging you to articulate what it means to be a professional. At the end of this course you should be able to:

- Articulate and make arguments about what it means to communicate professionally.
- Demonstrate appropriate personal communication skills.
- Prepare for and conduct an interview.
- Contribute to and lead team meetings.
- Develop, organize, and deliver effective individual and team presentations.

*Communication in Popular Culture Online (SP100), Summer 2013 to present*

This course presents the same information as the standard course (described below), in an online format. The online format was developed in a cooperative effort between myself and TILT over a two-semester time frame. During that time, a cohesive platform was created which could house all the courses' readings and viewings, video clips were uploaded to CSU's streaming service, video presentations, online lectures, quizzes, new assignments and standardized rubrics were created, which enabled the course to run fully online. I ran a pilot version of the course during the summer of 2013, and it is currently being improved (again with TILT's help) during this Fall semester, 2013.

*Evaluating Contemporary Film – Online (SPCM 350), Fall 2011, Spring & Fall 2012*

This course is designed to provide an introduction to the elements of film style and communication. It will focus exclusively on narrative film (that is, fiction films with a story at their center). In the process, we will discuss the major building blocks of film expression, such as shot composition, editing and sound, along with the elements of screen storytelling and acting. Finally, we will consider some of the major critical & theoretical approaches to cinema. While films can be “just entertainment,” they are also a central feature of our shared popular culture and individual memory (why do people frequently say they *love* or *hate* movies – why such primal emotions for something that is “just entertainment”?). This class gives you the tools to understand how filmmakers achieve certain effects and how meaning is made visually and aurally (knowledge that we have instinctively learned over time).

*Communication in Popular Culture (SP100), All-University Core Curriculum course, Fall 2011 - present*

This course traces the evolution of popular culture in the latter-half of the twentieth century – and the beginnings of the twenty-first century. Through a decade-by-decade analysis of U.S. pop culture artifacts, as well as the approaches taken by pop culture researchers and critics, we will examine the ways in which popular culture shapes and reflects the collective social history of the United States. Our approach will be historical as well as reflexive, as students will consider pop culture icons of the past as well as the present. Finally, we will reflect on how contemporary media producers construct the past. Because this is an All-University Core Curriculum course, we have specific objectives: to place the history of popular culture within a broader context of U.S. history; to analyze a variety of texts that loosely fall into the category “arts and humanities,” and to suggest specific methods of critical thinking.

*Freshman Seminar “Your Mom was Right: What Makes a Communicator Successful?”* (IU 193), Fall 2009: Students completing this seminar test common beliefs about successful communication against a survey of academic and pop culture evidence concerning both verbal and nonverbal communication in group, interpersonal, and professional contexts.

*Nonverbal Communication* (SPCM 331), Spring 2007-present: Instruction centers around the relation of environmental factors, bodily appearance and movement, and more complex systems of interaction influence and become our nonverbal communication.

*Public Speaking/Service-learning* (SPCM 200), Spring 2007-present: I developed this version of the basic Public Speaking course in order to foster student engagement within the Fort Collins community. Students complete 15-20 hours of community based service-learning during the semester and incorporate their service experience into their in-class speeches. Students also engage in various types of reflections, which connect communication theory and skill practice with the real-world experience they gain.

## **Scholarship**

### **Program of Research**

My current scholarship, teaching, program and curriculum development considers our current cultural/socio/political landscape and advances progressive means of communication between differing religious/non-religious people. I am interested in the ways civically-based higher education affects students’ motivation for involvement in their communities, perceptions regarding their own biased and/or polarized views, understanding self-efficacy, and critical thinking processes.

### **Master’s Thesis**

My thesis focuses on the ways the communication discipline prepares undergraduates within the basic communication course for present and future civic engagement. I examine major reports on higher education in the U.S. that note current civic deficiencies of contemporary undergraduate students. I also study the basic courses of several universities across the country to examine the ways their course promotes civic competence. My overall goal centers on improving the basic course to better prepare students to be active participants in their greater cultural communities.

### **Published Work**

Anderson, Karrin Vasby, Elizabeth Sink, Jennifer Emerling Bone, and Thomas R. Dunn. *Speech Coursebook for Service-learning*. 4<sup>th</sup> ed. Mason, OH: Cengage, 2013.

Sink, Elizabeth. “Public Speaking and Service-Learning: Engaging Community” (mini-articles in all 16 chapters), In Cindy L. Griffin, *Invitation to Public Speaking*, 4<sup>th</sup> ed., Boston, Wadsworth, 2011.

Martín Carcasson, Laura W. Black, and Elizabeth S. Sink. "Communication Studies and Deliberative Democracy: Current Contributions and Future Possibilities," *Journal of Public Deliberation*: Vol. 6: No. 1, Article 8, 2010. Available at: <http://services.bepress.com/jpd/vol6/iss1/art8>

Sink, Elizabeth. “Democratic deliberation as a first step toward establishing more sustainable water policy.” In William M. Timpson, Norberto Valdez, and David Giffey, eds. *From Battleground to Common Ground: Stories of Conflict, Reconciliation and Civic Renewal*. Madison, Wisconsin: Atwood, 2009.

Sink, Elizabeth. “Sustainable communication in the collegiate classroom.” In William M. Timpson and

Sue Doe, *Concepts and choices for teaching: Meeting the challenges of higher education*, 2<sup>nd</sup> Ed. Madison, WI: Atwood Publishing, 2009.

Sink, Elizabeth. "Exploring multiple approaches to powerful ideas." In William M. Timpson, Brian Dunbar, Gailmarie Kimmel, Brett Bruyere, Peter Newman, and Hillary Mizia, eds. *147 Tips for Teaching Sustainability<sup>3</sup>Integrating Environmental, Economic and Social Dimensions*. Madison, Wisconsin: Atwood, 2006.

### **Short Courses Taught**

"Interfaith Dialogue." Taught at The Geller Center, Fort Collins, Colorado. 8-week sessions. Spring and Fall, 2014.

"Civic Engagement as Transformative Education: Public speaking, Service-learning, Public discourse, and Invitational rhetoric as Bridges to Citizenship." Presented at the National Communication Conference, San Fransisco, 2010. Co-taught by Jennifer Emerling Bone (Colorado State University), Leila Brammer (Gustavus Adolphus College), Cindy Griffin (Colorado State University), Krostofer Kracht (Gustavus Adolphus College), Sonja Modesti (Colorado State University), T.M. Linda Scholz (Eastern Illinois University), Elizabeth Sink (Colorado State University), Kristin Slattery (Colorado State University), Sarah Wolter (University of Minnesota, Twin Cities).

### **Competitive Papers**

Sink, Elizabeth. "Marcuse's Theory of Evolution: Retraining Human Instincts and Interactions." Submitted to the Western States Communication Association, Anchorage, AK, March 5-9, 2010.

Sink, Elizabeth. "PetSmart's 'Perfect Toy:' Naturalized Portrayals from Pet to Child to Consumer." Presented at the National Communication Association Convention, Chicago, IL, November 16- 20, 2007.

Sink, Elizabeth. "Playing our part: Teaching and Modeling Sustainability in the Communication Classroom." Presented at the National Communication Association Convention, San Antonio, Texas, November 15-19, 2006.

Carcasson, Martin and Elizabeth Sink. "Pedagogy of the Privileged: Confronting Cynicism, Apathy, and Polarization through Rhetorical Education." Presented at the Rhetorical Society of America's Conference, Memphis, Tennessee, May 26-29, 2006.

Sink, Elizabeth. "The Voices in our Heads: The Rhetorical Obsession of Preparing our Homes for Guests." Presented at the Western States Communication Association Convention, Palm Springs, California, February 18-21, 2006.

### **Competitive Panels**

Sink, Elizabeth. "Utilizing a group charter in the classroom." Presented at the Western Communication Convention, Reno, Nevada, February 19, 2013.

Sink, Elizabeth. "Strengthening the Sites of Civic Connection and Action in the Basic Course." Presented at the National Communication Association Convention, San Antonio, Texas, November 15-19,

2006.

Sink, Elizabeth. "Communicating Women's Domestic Identities, Both Stale and Dynamic." Presented at the Rocky Mountain Communication Association, Greeley, CO, April 8, 2006.

Sink, Elizabeth. "Cherishing our Teaching Time Together: Five Powerful Social Justice Activities for the Classroom." Presented at the Western States Communication Association Convention, Palm Springs, California, February 18-21, 2006.

### **Colorado State University / Fort Collins Community Projects**

Danforth Chapel Re-visioning Board, Commissioned by Tony Frank to update the Danforth Chapel, grounds, and policies in order to create a more interfaith space, November, 2015 through May, 2016.

[Fort Collins Interfaith Vigil](#), in support of our Islamic Community - December 13, 2015. Co-coordinator.

CSU's Interfaith Thanksgiving - [November 16, 2014](#) and [November 11, 2015](#)

In cooperation with Key Communities, CSU's Hillel, Intervarsity Christian, Lutheran Campus Ministries, Unitarian Universalist Campus Ministries, and Center for Spiritual Development (The Geller Center).

"CSU's Interfaith Dialogues" Organized, piloted and facilitated Spring and Fall semesters (8 sessions each), 2014. In cooperation CSU's Center for Spiritual Development (The Geller Center).

Faith and Belief Fair at Ram Welcome, 2014-present. Co-initiator.

Ongoing mediator for numerous public forums for Center for Public Deliberation (Spring 2007-present).

Coordinated a "Dialogue Zone," representing State University's Center for Public Deliberation, at the Sustainable Living Fair, Fort Collins, CO, Fall 2007.

### **Continued Learning**

[Faculty Institute for Inclusive Excellence](#), 2016 Cohort

Completed TILT's Online course creation collaboration (SP100), Spring 2013.

Completed "Engaging Your Students in an Online Environment," sponsored by The Institute of Learning and Teaching at Colorado State University, Spring 2011.

Completed the "Service-Learning Scholars" course, sponsored by The Institute of Learning and Teaching at Colorado State University, Spring 2008.

Completed an extensive literature review of communication scholarship with focus on public deliberation. Paid research project commissioned by the Kettering Foundation, November 2006-April 2007.

Research Assistantship, Colorado State University's Center for Public Deliberation, Fall 2006.

## Awards

Water Pik, Inc. and Colorado State University Athletic Department, Excellence in Teaching Award, Fall 2015.

College of Liberal Arts, Curricular Innovation Award, Spring 2014

College of Liberal Arts, Excellence in Teaching Award, Fall 2011.

School of Education at Colorado State University, CORE (Contribution to Research in Education) Award,

## Professional Presentations

TEDxCSU, Selected Speaker, March 5, 2016

CSU's Professional Development Institute, " How a Public University Educator Can Better Support Spiritual Diversity in the Classroom?" January 11, 2016.

Eracism Film Series. Presentation and facilitation of discussion of *American Denial*. Fort Collins Old Town Library. October 4, 2015

Key Academic's "Lunch and Learns" showcasing *Interfaith Leadership* KEY272 seminar. February 9, 2015.

"Interfaith work: Dissolving battle lines between religious extremism and pluralism," Presented at CSU Diversity Symposium, Tuesday, September 16, 2014

Short Course: Incorporating RamCT Rubrics and Inline Grading into your teaching practice. Sponsored by Colorado State University's RamCT Training & Support Team. (April 2, 2014).

Printed interview: "Making the grade together: Group projects." *The Rocky Mountain Collegian*. (October, 16, 2013)

Invited presentation for the Master in Teaching students at Evergreen State College, Olympia, WA, on the topic of communication in the classroom. (March 18, 2010).

Invited presentation (with five of my selected students) on KRFC 88.9 FM, on the topic of service-learning at CSU. (October 13, 2009).

Presented to Service Learning Scholars Learning Group, Teaching and Learning Institute, Colorado State University (March 5, 2009).

Presented on the topic of Critical Reflection in Experiential Learning, at the Professional Development Institute panel at Colorado State University. (January 9, 2009).

*Models of Teaching* (ED628): Lectured on the topic of communication in the classroom, utilizing the concepts of debate, dialogue, and deliberation. (November 2, 2007).

*Supervised College Teaching (SP684)*: Presented practical organizational tips to the department's first-year graduate students concerning how to balance the requirements of graduate reading, writing, teaching, and personal health. (August 24, 2005)

## **Service and Organizations**

**Program Coordinator**, Fort Collins Interfaith Council (January 2013-Present)

**Faculty Member**, CSU's Multi-faith Partners - Tri-annual meeting of leaders involved in CSU's student faith-based organizations.

**Faculty Advisor**, CSU's Unitarian Universalist Campus Ministry, Student Organization

**Faculty Advisor**, The Geller Center, Student Organization

**Member**, National Communication Association (July 2006 to 2008, 2010).

**Member**, Western States Communication Association (January 2006 to 2008).

**Member at Large**, Rocky Mountain Communication Association. My duties included planning, promotion, and soliciting submission of scholarship to the annual conference

**Treasurer**, Lambda Pi Eta, Mu Sigma chapter. My duties included maintaining the chapter's financial obligations, organizing and participating in chapter meetings, recruiting for future board membership, encouraging undergraduate scholarship submissions to disciplinary conferences. (August 2005 to May 2006).

## References

**Martin Carcasson, Ph.D:**

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