

**2011 KCA/TCA Conference**

**“Chasing Excellence”**

**September 16-17**

**Lake Barkley State Park Resort, Cadiz, Kentucky**

**Conference Program Draft**

**July 19, 2011**

## CONFERENCE SCHEDULE OVERVIEW

### **Thursday, September 15**

7:30-9:00 – Executive Council Meeting

### **Friday, September 16**

9:30-11:00 – Executive Council Meeting

11:00-6:00 – Registration

12:00-12:50 – Session 1

1:00-1:50 – Session 2

2:00-2:50 – Session 3

3:00-3:50 – Session 4

4:00-4:50 – Session 5

5:30-7:00 – Cookout

7:30-9:00 – Film Viewing Party

### **Saturday, September 17**

7:00-8:00 -- Breakfast

8:00-8:50 – Business Meetings

8:00-10:00 – Registration

9:00-9:50 – Session 6

10:00-10:50 – Session 7

11:00-11:50 – Session 8

12:15-1:30 – Luncheon and Award Presentations

## FRIDAY, SEPTEMBER 16

### Session 1: 12:00 - 12:50 p.m.

---

#### **Session 1A: Tennessee Room**

##### **Panel Title: CA in KY: Empowering the Anxious to Use Their Voice**

*Lou Davidson Tillson, Murray State University*

*Lawrence (Larry) S. Albert, Morehead State University*

*Karen Hill Johnson, Trevecca Nazarene University Doctoral Candidate*

*John Fitch, Eastern Kentucky University*

*Vicki Ragsdale, Northern Kentucky University*

Communication departments have an ethical obligation to help highly apprehensive public speaking (PS) students manage their anxiety. Panelists will discuss the impact a high school speech class has on college students' perceived communication apprehension (CA), as well as different CA management course formats and strategies.

Rationale & Purpose: Communication instruction is necessary for personal and professional success (Morreale & Pearson, 2008). Morreale, Worley, and Hugenberg (2010) claim the importance of communication training for undergraduates is even acknowledged by scholars outside of the communication discipline. Further, the National Association of Colleges and Employers' annual survey reports "employers consistently place communication skills at the top of the list of key skills" (2010, para. 4). Although communication skills may be important for success in this culture, approximately 20% of the American population experiences high communication apprehension (McCroskey, 2009). High communication apprehension is associated with a wide array of negative impacts, and "approximately 70% of the people in the U.S. report experiencing CA when they have to give a public speech" (McCroskey, 2009 p. 164). According to Morreale et al. (2010), the basic communication course offered at two- and four-year colleges and universities is most frequently identified as public speaking (PS). They also report that only 6 of the 208 institutions (one 2-year and five 4-year) represented in their survey offered a special or alternative section of the basic course for students with high levels of public speaking anxiety. Because colleges and universities are more likely to offer a basic communication course that emphasizes public speaking, the majority of the students enrolled in this course are likely to experience public speaking anxiety, and very few institutions provide support for these students, this panel will discuss course designs that do provide specialized assistance. Audience participation in the discussion will be encouraged.

---

#### **Session 1B: Tennessee Room B**

##### **Roundtable Title: Universal Transfer Paths in Speech & Mass Communication**

*Leonard Assante, Volunteer State Community College*

*Malcolm McAvoy, Walters State Community College*

*Mike Gotcher, Austin Peay State University*

*Eastern Tennessee State University*

This roundtable discussion addresses the establishment of new speech communication and mass communication universal transfer paths (UTPs) for the State of Tennessee which will affect both public and private institutions.

---

---

**Session 1C: Cumberland Room****Panel Title: Great Ideas for Teaching I**

**Using The Big Bang Theory to Make a Big Impact in Interpersonal**, *Scott Christen, Tennessee Technological University and Stephanie Kelly, Graduate Student, University of Tennessee*

Interpersonal communication is an essential skill. However, because most students are constantly bombarded by interpersonal messages, it is hard for them to relate class material to their own experiences. By assigning discussions concerning clips from the Big Bang Theory, instructors can give perspective to class material.

**The Communication Process Defined Through Star Trek**, *Winnie Spitz, School of Communication, Bellarmine University*

This lesson illustrates the elements of the communication process through a Star Trek scenario. It's important for students to learn the seven elements of the communication process. As an avid Star Trek fan, I wanted to create a scenario using two main characters of this science fiction television show to demonstrate how the components interact. My students enjoy my profile illustrations of James T. Kirk and Mr. Spock as I explain how the transactional model of communication works.

**The Mystery Product**, *Tori Forncrook, Owensboro Community & Technical College*

The goal of this activity is to brainstorm product ideas with limited resources and then 'sell' that product to an audience. This activity offers opportunities for students to work in dyads or groups, practice interpersonal, group, and public speaking skills, decision-making, and adapt messages to an audience. This lesson can be used in several communication classes such as small group, public speaking, interpersonal, persuasion, organizational communication, and mass media.

**Why I Am Not Going To Teach Public Speaking Online**, *Arthur Hunt, University of Tennessee- Martin*

My reasons for not wanting to teach Public Speaking online are pragmatic, pedagogical, and philosophical. Pragmatically, my current practice, as far as I can tell, works extremely well. Pedagogically, my vision of teaching includes being with students in a real time/space environment. Philosophically, I believe embodiment is superior to disembodiment for a subject that involves training the body and voice. In other words, my reason for not wanting to teach Public Speaking online would be identical to why I don't think sculpting or tennis should be taught online.

---

**Session 1D: Ohio Room****Panel Title: Theory as a Tool for Understanding Communication Challenges**

**A Dual-Process Theory of Social Support: Application to College Student Retention**, *Rachel D. Price, Graduate Student, University of Kentucky*

Dual-process theories have previously been used to explain how communication phenomenon can occur through two different processes. The dual-process theory of social support describes why supportive messages have certain effects with certain people in certain situations (Bodie & Burleson, 2008). This paper will describe the framework of the dual-process theory of social support and explore how this theory has been utilized in current research. Future applications for the theory are suggested.

**The Case of the Silent Student: Three Theories as Lenses**, *Cicely T. Wilson, Graduate Student, Univ. of Memphis*

This paper will consider the “case of the silent student” through the lenses of three theories—Muted Group Theory, Expectancy Violation Theory, and Standpoint Theory. It will provide a discussion of how these theories help to frame one’s view of this situation, and also explain the limitations of applying these theories to this situation.

**Communication and Disadvantage: A Semiotic Phenomenology of Diversity**, *Robert E. West and Jennifer R. Dryer, University of Southern Indiana*

The process of encoding and decoding messages entails physical as well as cultural factors. Elements in the familiar “sender-message-receiver” model of communication assume that all humans are equipped with almost identical physical attributes. This research report analyzes differences in encoding and decoding brought about by such physical factors as hearing and sight impairment as well as economic disadvantages using semiotic phenomenology to explicate the problematic of diversity within communication.

## Session 2: 1:00 - 1:50 p.m.

**Session 2A: Tennessee Room B****Workshop Title: Planning a Hybrid Online Communication Course**, *Zachary Hart, Northern Kentucky University*

During the 2010-2011 academic year, Northern Kentucky University offered fully hybrid online communication graduate courses for the first time. Previously, graduate courses had been taught entirely online or entirely in person. A few times online elements had been added to an in person class, but the courses offered this past year represent a very intentional effort to combine the best elements of in person and online delivery modes in the same class. The courses were delivered through several in person meetings and a significant online presence. Many benefits resulted from this effort including improved learning outcomes, increased student and faculty satisfaction with the course experience, and better classroom space utilization. This workshop will describe NKU's experience with offering fully hybrid online communication graduate courses. It will offer strategies for planning a course of this nature and identify how the best online and in person practices can be followed in the same course.

Rationale: Online teaching has become increasingly prevalent in higher education today, but students and faculty frequently express dissatisfaction with the online experience. Although the technology for online delivery continues to improve and offers opportunities for increased interaction, many students and faculty prefer to have some element of in person interaction included. A fully hybrid online course provides students and faculty the best elements of online and in person teaching. It also provides increased flexibility and may ultimately result in improved learning outcomes. The objectives of the workshop are to: 1. Provide background on the nature-state of online teaching today. 2. Describe models of hybrid online courses 3. Describe NKU's experience with fully hybrid online communication graduate courses 4. Offer strategies for planning a fully hybrid course 5. Describe and demonstrate the best online and in person practices that can be followed in the same class.

---

**Session 2B: Cumberland Room****Panel Title: Chasing Excellence in Service Learning****Service Learning, Jeff Hoyer, University Of Tennessee- Martin**

The professors of the UT Martin Dept. of Communications attended training to train teachers to effectively integrate service learning into the curriculum of the class. Students of the class cooperated with two community groups that comprised seventy nine distinct companies and agencies. Prior to being embedded within these organizations, the students completed surveys assessing their familiarities with service learning. Following the students involvement, they completed a post activity survey. How did such an activity change their perceptions and attitudes regarding service learning?

**Re-Visioning Service Learning: Value Analysis and Invitational Rhetoric, Christina Hicks-Goldston, Austin Peay State University**

This research argues for re-positioning Service Learning as a necessary part of public education, with the transformative goal of empowered communities operating in a social-collaborative framework from communities dependent on over-burdened state and local government programs and services. Such re-positioning depends on recognition of Service Learning as a means of providing that preparation. In order to "mainstream" Service Learning, this research proposes two initiatives: (1) Foster the idea of the Service Learning experience as citizenship/community building by associating the experience with embedded cultural values; and (2) Apply Invitational Rhetoric in persuading students and parents to view Service Learning as something other than imposed servitude or social consciousness for a grade.

**Partnerships between Community Newspapers and High School Journalism Programs: A Service Learning Project by the Eastern Kentucky University Community Journalism Class, Deborah T. Givens, Eastern Kentucky University**

This paper reviews the service learning project conducted by the spring 2011 Eastern Kentucky University Community Journalism class. Titled "Growing the Next Generation of Community Journalists," the students worked with newspaper editors and high school journalism educators in Easterns' 22-county service region to gather information on existing newspaper/school partnerships. A report written by the students, which was sent to all newspapers and high schools in the region, included numerous suggestions for the development of partnerships.

**Teaching Social Media as a Service Learning Course: A Natural Pedagogical Marriage, Kathy Keltner-Previs, Ph.D., Eastern Kentucky University**

Teaching social media as a service learning course seems to be a natural convergence. However, incorporating social media into the classroom presents a variety of challenges, one of which is providing students with innovative tactics in the ever-changing technological landscape of social media platforms while serving the community. This paper examines student experiences and learning outcomes in a senior-level college public relations course that utilizes social media tools such as Facebook, Twitter, and You Tube.

**Where the Rubber Meets the Road: Making Speech Real , Abby Lackey and Kim Warren-Cox, Jackson State Community College**

Based on the large body of research supporting the effectiveness of service learning, Jackson State Community College faculty have transformed sections of a traditional public speaking course into a course that, throughout, marries communication objectives with service learning principles and projects. Students have become more self aware and more engaged with both course material and their communities.

---

---

**Session 2C: Ohio Room****Panel Title: The More Things Change, The More They Stay the Same: Improving Communication in Diverse Industries through Training**

*Chair, Zachary Henning, University of Southern Indiana*

*Lauren Rickelman, Graduate Student, University of Southern Indiana*

*Samantha Fentress, Graduate Student, University of Southern Indiana*

*Ann Gillihan, Graduate Student, University of Southern Indiana*

*Andrew Bolin, Graduate Student, University of Southern Indiana*

Despite advancements in efficiency protocols, policies, and technology, communication effectiveness is still most vital to the success and advancement of today's organizations. This panel describes four different training proposals designed to positively impact communication within a diverse sample of organizations, including non-profit health-care, automotive service, retail, and religious. The range of communication needs determined and the recommendations proposed provide unique perspectives and insights for communication scholars and organizational leaders alike regarding specific communication strategies that improve employee performance and organizational efficiency.

---

**Session 2D: Tennessee Room****Panel Title: Engaging Communication Students to Chase and Exemplify Excellence Outside the Classroom**

Students are often lectured within the classroom that speech, interpersonal, media and other areas of communication are vital outside the classroom, but do we as teachers show them? In this panel, three community college colleagues illustrate various examples where we as teachers have specifically called on students and encouraged them to engage in practical communication exercises on campus. Chasing excellence is often about moving communication skills outside the classroom environment.

**Training a core of students to better customer service and leadership within the student ambassador program,**  
*Mike Searcy, PhD, Somerset Community College*

**The Million Crane Project: Engaging students in intercultural service learning through Web 2.0 communication,**  
*Roberta Golliher, Somerset Community College*

**Engaging Students in Television Production Techniques for pilot episodes of "SCC Today" Project,**  
*Ron Mace, Somerset Community College*

---

## Session 3: 2:00 - 2:50 p.m.

---

### **Session 3A: Tennessee Room**

#### **Panel Title: The Benefits and Challenges of the Virtual Classroom**

*Lori Stallings, University of Memphis*

*Leroy Dorsey, University of Memphis*

*Kris Markman, University of Memphis*

This panel will explore the benefits and challenges of the virtual classroom.

---

### **Session 3B: Tennessee Room B**

#### **Workshop Title: Using an Age Simulation in Communication Courses, Greg Phelps, Lindsey Wilson College**

The workshop will describe and demonstrate an age simulation exercise that can be modified for use in Communication courses in which issues relating to aging and ageism are addressed. Topics discussed in the workshop will include age demographics, ageism, generational identity, and how an aging population and ageism impact communication. Workshop participants will participate in an abbreviated version of an age simulation exercise that can be used to heighten students' awareness of the physical and psycho-emotional effects of aging processes and age stereotypes, particularly as they relate to communication.

Rationale: To introduce a scalable model for teaching aging and ageism in the Communication classroom. To heighten awareness of how aging processes and ageism affect communication and communication satisfaction.

---

### **Session 3C: Cumberland Room**

#### **Panel Title: Adult Learners in the Communication Course: Best Practices**

Adult learners, a fast growing student population defined as students age 23 and older returning to the classroom, often bring rich personal and career experiences to their courses. This panel addresses best practices in the communication classroom for teaching adult learners to recognize and adopt superlative strategies to succeed. This panel addresses communication anxiety, technology, business communication, English as a second language as well as adult graduate students.

**Communication Anxiety and Technology Anxiety: Inviting the Adult Learner Back into the Classroom, Melissa Chastain, Spalding University**

**Working With Adult Learners in the Business and Professional Communication Course, Linda Beattie, Spalding University**

**Adult Learners, Second Languages, and Communication, Bonita Phelps, Western Kentucky University**

**Adult Learners as Graduate Students, Ruth Wagoner, Bellarmine University**

---

---

**Session 3D: Ohio Room****Panel Title: Excellence in Applied Research: Translating, Connecting, and Collaborating*****Parenthood: Exploring the Nature of the Modern Television Family, Teresa Collard and Lisa LeBleu, University of Tennessee- Martin***

Family and family values continues to be a common theme in television programming. This session will explore the way in which the modern family is portrayed in *Parenthood*, a new series based on the struggles of one extended American family. The major focus of the paper will center on the maintenance of a healthy family life through topics which include communication about family relationships, trust issues in the family, and family matters related to conflict.

***"I just kept it to myself": A Qualitative Analysis of Barriers to Family Cancer Communication Experienced by Female Appalachian Cancer Survivors, Katie Duvall, East Tennessee State University***

This study sheds light on cultural issues surrounding barriers to family cancer communication in Appalachia and provides insight into why and how female Appalachian cancer survivors choose to communicate about their illness within their families. Qualitative content analysis was used to identify five barriers to family cancer communication. These findings suggest that female Appalachian female cancer survivors struggle with similar issues as survivors outside of the region regarding family cancer communication as well as culturally-based barriers.

***Waiting to Inhale: An Analysis of Publication Patterns on Smoking and Tobacco, Kandi Walker, Joy Hart, Ryessia Jones, Justin Magnuson, University of Louisville***

Given the number of illnesses and deaths caused each year by tobacco use, it is not surprising that smoking is a crucial public health concern. Certainly, a considerable amount of health communication attention has been devoted to smoking cessation and prevention. In light of these factors, we employed content analysis to identify smoking-related information available in communication and medical research articles. Further because Kentucky has long been a tobacco producing state and continues to have high smoking rates as well as high rates of smoking-related illnesses and deaths, our foci included two journals specific to Kentucky, The Kentucky Journal of Communication and Journal of the Kentucky Medical Association. Five key search terms, smoking, smoker, cigarette, nicotine, and tobacco, were used when collecting data from the selected journals. This paper presents the results of our content analysis, focusing especially on the state of the current literature as well as definitions for the term smoker. We conclude by examining needed directions in future research.

***Chasing Excellence in Research through Collaboration: On the Trail of Elusive Data, Latisha Reynolds, Siobhan Smith, Margaret D'Silva, University of Louisville***

Chasing excellence in research through collaborative processes takes many forms. Given the rapid changes in the information environment, it is fruitful for researchers and librarians engaged in data exploration to cooperate. In this paper, we describe a collaborative research project between Communication faculty members and a reference and teaching librarian at the University of Louisville. We discuss the data gathering process, findings from the project, and benefits of librarian and teaching faculty partnerships.

---

## Session 4: 3:00 - 3:50 p.m.

---

### *Session 4A: Tennessee Room*

#### **Panel Title: The Role of the Internet in Presidential Elections**

This panel will focus on the role of communication via the Internet in recent and future presidential politics and elections, with special attention paid to the coming election. The internet facilitated communication in the last presidential election in ways that greatly enhanced the populist appeal of Barack Obama. A discussion of how it might be used and abused in this coming presidential election is in order. Panelists will discuss past, present and future use of the internet by the president and the current field of potential opponents.

**How might CMM Theory help to explain the impact of the internet?**, *Gary B. LaFleur & Ritta Abell, Morehead State University*

**How does the internet modify the nature of the dialogue and debate of a campaign?**, *Robert J. Glenn, Owensboro Community College and Thomas Sabetta, University of Kentucky*

**How does the internet limit the use of rhetorical styles?**, *Gary Deaton, Transylvania University*

**How will the internet-use affect the republican campaign strategy?**, *Robert West, University of Southern Indiana*

**What is the role of media in the formation of political messages especially the use and abuse of Facebook and Tweets?**, *James E. Reppert, Southern Arkansas University*

---

### *Session 4B: Tennessee Room B*

#### **Roundtable Title: Chasing Excellence in Honors: A Roundtable Discussion**

*Facilitators: Jimmie Manning, Northern Kentucky University*

Whether it is through special honors sections of courses, honors capstone projects, honor societies such as Lambda Pi Eta, or even involvement with university honors programs, communication as a discipline has many ways of challenging and mentoring its best and brightest students. This roundtable discussion will serve as a forum to discuss how we, as teachers and mentors, might formally and informally challenge excellent students in and out of the classroom. Those who attend will be able to share what is working at their colleges and universities and learn from others how they might chase (and catch!) excellence in teaching and learning through honors initiatives.

---

---

**Session 4C: Ohio Room****Panel Title: Exploring Messages and Meanings in Organizational Contexts****The Use of CMM Theory for the Analysis of Messages of Change in Organizational Communication: Dynamic Frames and Contextual Harmonics, Gary B. LaFleur, Morehead State University**

CMM Theory is often overlooked as a template for the analysis of organizational transformation, yet, in its most recent articulation the theory allows for the analysis of the dynamics of organizational change messages with the use of a model of contextual harmonics that expands on cognitive dissonance theory and can predict the potential success of rhetorical strategies within the organization. The paper will explain how CMM is useful in the analysis of change strategies and message generation in organizational change efforts.

**Group Communication Dynamics in Discover College, Katie Payne, Graduate Student, Western Kentucky University**

Discover College, a community college program for high school students, maintains dynamic group work and projects. The work performed by Discover College staff further intertwines employees to develop special and collegial peer relationships. These relationships have positive and negative consequences for the department. This paper applies theory about peer relationships to Discover College.

**Student Affairs Administrator Expression Management Strategies: An Exploration of Administrator's Communication with Students, Ashley Miller, Graduate Student, Western Kentucky University**

This research explored student affair administrators' perceptions of expression management strategies towards students. With the growing involvement of student affair administrators in students' learning experience in college it is inevitable for administrators to develop strong emotions while working with students. Semi-structured interviews were conducted to obtain data from the participants, and the data was analyzed through constant comparative method. The findings illustrated the emotions student affair administrators experience based on the positive and challenging experiences with students, as well as, the types of emotion management strategies they utilize while working with students. This study provides student affair administrators knowledge of what emotion management strategies they could potentially use while interacting with students.

**Organizational Identification and Communication: An Application to Overseas China Education Foundation, Wei Huang, Graduate Student, Western Kentucky University**

Non-profit organizations, which are rooted in Christian religion, have a long development history in the U.S.A and are broadly developing worldwide. Technologies provide volunteers a new way for individuals to engage in volunteerism. Scholars suggest that strong organizational identification is a way to improve volunteers' participation (Isbell, Pfiester, & McDonald, 2007). However, volunteers living in the virtual environment differ from volunteers in solid nonprofit organizations because virtual volunteers are required to have specific technological skills. Little research has ever explored the organizational identification of virtual volunteers. The aim of this paper will investigate virtual volunteers' organizational identification in a specific nonprofit sector by analyzing communication channels and provide suggestions for the nonprofit sector to enhance virtual volunteers' organizational identification.

---

---

**Session 4D: Cumberland Room**

**Workshop Title: Teaching Students in a Basic Course to Think Critically During Group Discussion**, *Lawrence S. Albert, Ph.D., Morehead State University*

Critical thinking (CT) is an essential skill for communicating effectively in small groups. In order to learn how to think critically during group work, students need considerable help if they are to overcome the tendency simply to repeat past unproductive behaviors. In this session, participants will explore how instructors in basic communication courses can help students learn to think critically in the collaborative small group context. Topics will include visualizing and modeling CT, designing assignments that rehearse CT, and coaching students to think critically during discussion. Participants will analyze videos of student groups, discuss principles for teaching and coaching CT, and adapting group assignments for their courses that showcase critical thinking during group work. The tentative schedule for this session is: 5 minutes for topic introduction and quick discussion of audience needs; 30 minutes for viewing videos, working in pairs, and reporting; 15 minutes for adapting a group assignment, followed by discussion; and, 5 minutes for summary.

Rationale: In many of the communication courses we teach, including basic skills courses, we often guide students toward excellence by placing them in groups to learn course material and strengthen their small group communication skills. One essential cluster of skills we expect students to learn consists of critical thinking during group discussion. This interactive session is designed to help instructors, particularly those who teach basic courses, better prepare themselves to teach the complex skills of critical thinking in the group setting. Workshop objectives include becoming more skillful at helping students understand the concept of critical thinking, helping students visualize critical thinking, designing assignments that help students think critically, and coaching students toward thinking critically.

---

**Session 5: 4:00 - 4:50 p.m.**

---

**Session 5A: Tennessee Room**

**Workshop Title: Teaching Reasoning and Fallacies in a One Credit Hour Course**, *Ruth Wagoner, Bellarmine University*

Description of a course which covers 5 kinds of reasoning and 5 types of fallacies with 1 speech, 2 papers, and a pre and post test for 24 students earning one credit hour as a prerequisite for a Communication Major. This includes syllabus and pre and post tests with results for 3 semesters

Rationale: Many colleges and universities have as a goal teaching critical thinking skills. Many faculty list developing their students' critical thinking as one of the goals for their classes. These goals are more difficult to achieve if students have never been explicitly taught reasoning and/or fallacies. This can be done as a stand alone course such as Logic but many students do not choose to take such a class. Offering a one credit hour course within a Communication Department is a way to give students the language and structure to think more clearly without adding to the general education requirements for all students.

---

---

**Session 5B: Cumberland Room**

**Panel Title: Practical Ideas for Teaching Theories across the Communication Curriculum**

Understanding, explaining, and applying communication theory is an essential competency needed by communication majors; however, many textbooks seem to disregard the usefulness of theory and opt to focus on skills by offering sets of “how-to” bullets without emphasizing how theory informs communication processes. Panelists will present different ideas for teaching communication theory in various communication courses. Participants will leave the session with ideas and tools for incorporating different theories into their courses.

**Interweaving Message Design Logic with Interpersonal Communication Goals, “I” statements, Perception Checks, and Assertive Messages**, *Holly Payne, Western Kentucky University*

**The “Practical” Approach: Providing Experiences that Encourage Theoretical Reflection**, *Steven Yungbluth, Northern Kentucky University*

**Positives and Negatives of Similarity and Difference: Applying Relational Dialectics to Interpersonal Relationships**, *Blair Thompson, Western Kentucky University*

**Did You Hear About What Todd Did Last Night?: Understanding “Bad” Behavior Using the Theory of Reasoned Action**, *Jayne Violette, Eastern Kentucky University*

**Systems Theory in Organizational and Small Group Contexts**, *Jennifer Mize Smith, Western Kentucky University*

---

**Session 5C: Tennessee Room B**

**Roundtable Title: NKU Communication Department Converts into a College of Informatics**

*Zach Hart, Ph.D., Northern Kentucky University*

*Stephanie Klatzke, Ph.D., Northern Kentucky University*

*Jimmie Manning, Ph.D., Northern Kentucky University*

*Jacqueline McNally, Ph.D., Northern Kentucky University*

This panel will discuss a variety of organizational and pedagogical topics related to a Communication department’s transition into a College of Informatics and its subsequent physical move into a new building that will house all members of the college. In 2006, our University became the fourth in the world to create a College of Informatics, joining departments in computer science, information systems, and communication. Currently, the units are located across the University (with the communication department split across two different buildings). In Fall 2011, the new building housing the College of Informatics opens and over 70 faculty and staff members and 1,500 students will occupy the building for their teaching, learning, and research. Additionally, members of the various departments will have their offices interspersed throughout the building. The purpose of this panel is discuss how this process and transition have progressed thus far and the next steps to come.

---

---

**Session 5D: Ohio Room****Panel Title: Analyzing and Capturing Stories in Mediated Channels**

**“Women Like Sports”: An Analysis of Identity in a Weblog**, *Caroline E. Sawyer, Graduate Student, University of Memphis*

Even though the Internet was originally developed as a means of data transfer, we humans, being social creatures, found a way to adapt this new technology for our social purposes. In an attempt to understand how one person uses a weblog, this paper examines Apryl DeLancy’s “Women like Sports” blog, in the hopes of discovering the overall purpose of the blog, how identity is revealed by this blogger and if this blog constitutes an online community.

**SlutWalks: Women (and Men) Pushing Boundaries and Taking to the Streets to Fight Victim Blaming**, *L’Oreal Stephens, Middle Tennessee State University*

A comment made by a Toronto police officer to a group of law school students ignited a torch of activism that is being passed around the world through social media. Sexual assault is a real world issue and often goes unreported for various reasons, including the fear of blame. SlutWalks are a convergence of protesting victim blaming, calling out sexual double standards, and challenging and even embracing a pejorative. This paper will explore the history, impact, and backlash of the global SlutWalk movement.

**Broadcast News Organizations’ Perceptions of Viewer Generated Content**, *Christopher Swindell and Chris Atkins, Marshall University*

Viewer generated content refers to the relatively recent phenomenon of broadcast viewers taking to the streets and creating content for the stations they watch. This study surveys the managers in broadcast news organizations across the country, gauging their thoughts and station usage of content produced by their viewers. This study shows how pervasive the use of viewer generated content is in the broadcast news industry today, and how it is used by not only some news organizations but by nearly all. Designated market area made no difference in the use, solicitation, and motivations behind VGC.

---

**Picnic Dinner: 5:30 - 7:00 p.m., Sunrise Room****Reception and Film Viewing Party: 7:30 - 9:00 p.m., Sunrise Room****Featured Films****Dancing on a Volcano**, *Steven J. Ross, University of Memphis*

Set amidst the current economic recession, “Dancing on a Volcano” centers on a weekend in the life of a Memphis real estate agent, a woman in her early forties who gamely struggles to keep things afloat as a deluge of economic and social forces creates a rising tide of crises and confusion in her personal and professional life. The film updates and re -thinks the “woman’s picture” melodramas of the 1950’s. Influenced equally by the films of Douglas Sirk and the early Sixties studies in alienation by Michelangelo Antonioni, “Dancing on a Volcano” is a film haunted by empty houses.

**Greg Martin-Kentucky Bluesman, *Daniel Hildenbrandt, Owensboro Community and Technical College***

Greg Martin, lead guitarist for the Kentucky Headhunters, is known internationally for his grammy winning country-rock style. However, few know that this Country music super star has the heart of a Bluesman. "Greg Martin-Kentucky Bluesman" is a light hearted documentary that shares Greg's passion for the Blues. From his long running, "Lowdown Hoedown Radio Show", to his many side projects, this video takes you on a tour of Mr. Martin's Blues roots. In the final scenes, Greg travels to the Gibson Custom Shop in Nashville and to see and play the "Greg Martin Signature Model Les Paul" for the very first time. This session will consist of the presentation of the documentary, "Greg Martin-Kentucky Bluesman", followed by a question and answer period with the producer/presenter. (Video is 29.30 min)

**TCA and KCA Graduate Student Social: 9:00 p.m., Sunrise Room Balcony**

## SATURDAY, SEPTEMBER 17

**Breakfast: 7:00 - 8:00 a.m., Sunrise Room**

**Business Meetings: 8:00-8:50 a.m.**

**KCA Business Meeting: Cumberland Room**

**TCA Business Meeting: Tennessee Room**

### Session 6: 9:00 - 9:50 a.m.

---

#### ***Session 6A: Tennessee Room***

**Workshop Title: Redesigning a Traditional Public Speaking Course and Employing New Methodologies to Facilitate Student Success and Retention, Stacie Wilson Mumpower, Austin Peay State University**

This session will a) demonstrate how the redesigning of traditional methodology in a classroom can facilitate student success and satisfaction, while achieving learning outcomes, b) illustrate improved student retention and success through enhanced learning activities that provide collaborative and hands-on opportunities to better prepare students for speeches, c) provide models for standardized assessments and common syllabi and rubrics that help address course drift and ensure course objectives are met, d) demonstrate varied content delivery methods that address a variety of student learning styles, as well as varied technologies that increase access to online learning opportunities that reach students via their preferred learning styles, e) provide examples of workshop style classroom activities, coupled with lectures and small group work with one-on-one time with instructors that enhance student preparedness for performance assignments. Participants will walk away with practical ideas that can be implemented in other general education courses.

---

#### ***Session 6B: Cumberland Room***

##### **Panel Title: Documenting Kentucky: A Cultural and Historical Perspective**

The panelists will be presenting video documentaries which highlight the culture of Kentucky. These documentaries are a good fit for the category "Connecting research and pedagogy to community projects and real world issues". The purpose of the work is to connect life in Kentucky with local cultural and historical perspectives that includes transportation and growth, health and wellness, traditional music and diversity.

**The Hills Are Alive with Tobacco: Cultural and Health Conflict, Ann Andaloro, Morehead State University**

**Kentucky Cultural Treasures, Steve Middleton, Morehead State University**

**Morehead and North Fork Rail Road: A Forgotten Kentucky Treasure, Joe Gray, Morehead State University**

**Banjo: The Sound of Kentucky, Gary Cornett, Morehead State University**

---

---

**Session 6C: Ohio Room****Panel Title: Experiential Learning: Chasing Excellence through Hands-On Learning****Implementing the Inverted Classroom in the Basic Video Course, *Chris A. Blair, Union University***

A tension exists in any basic video production course between providing hands-on experiences in the classroom and teaching the established conventions of the craft. This paper investigates the concept of the Inverted Classroom, where the conventions are taught outside the classroom, freeing class time for valuable experiential learning.

**McDonald's Sunrise: Graduate Research Team Experiences, *Kandi Walker, Joy Hart, Ryessia Jones, Lauren Hendricks, University of Louisville***

Documenting the experience of a student-comprised research team, this paper discusses methods used to conduct interviews with members of later-life adult male breakfast groups. These open-ended and probing interviews were based on earlier observations conducted by the research team. The process of interviewing late-life breakfast group members helped develop student interviewing and group participation skills. This paper discusses the distribution and completion of interviews by the research team as well as both the rewards and challenges of student research team participation. The paper also includes lessons learned that will be useful to students working in such teams and faculty overseeing such projects.

**Performance and Pedagogy in the Intercultural Communication Classroom, *Leigh Anne Howard, University of Southern Indiana***

In this study, I examine a more dialogical approach to intercultural communication instruction, one concerned with local knowledge and participant empowerment. First, I explain a critical approach to an intercultural communication instruction philosophy grounded in the work of critical pedagogues such as Paulo Freire, Henry Giroux, and Peter McLaren. Second, I describe a praxis based on the Living Newspaper, a theatre project whose heritage is shaped by a revolutionary Russia, a depression-era United States, and socio-political unrest in 1960s Brazil. In this section I provide an overview of using performance as a tool for pedagogy and summarize the history of the Living Newspaper. Third, I illustrate my experience using this type of performance as a tool for critical pedagogy. I conclude by sharing implications and suggestions for applying such pedagogical techniques in the intercultural communication classroom. I argue the use of performance creates a receptive, dialogical classroom environment to examine course content, as well as the power dynamics necessary when communicating interculturally.

**Teaching College Students To Interview For A Job, *Ruth Livingston, Northeast State Community College***

Most people begin college with the hopes that a degree will equate to a job. Students need to learn the skills of how to find a job. I teach how to prepare for a job interview as well as have mock job interviews in three courses that I teach. In this session I will share the PowerPoint that I use for this lesson and explain the way that I interview students.

---

---

**Session 6D: Tennessee Room B****Panel Title: Credibility, Caring, and Humor: Key Concepts in Student/Teacher Relationships****Perceptions of Teachers' Disclosures on Facebook and their Impact on Credibility, Tina Coffelt, Juston Strayhorn, Lou Tillson, Murray State University**

This study examines the perceptions of 83 college students about their university professors who are Facebook friends. The relevance and valence of disclosures were compared between disclosures made in the classroom and those made on Facebook and were found to be significantly different. Students' perceptions of teacher credibility were shown to decrease as relevance of disclosures increased and as negativity increased.

**Perceived Caring in Instructional Communication, Brittany Nicole Lash, Graduate Student, University of Kentucky**

This chapter examines caring as a construct in the instructional field of communication. We will begin with a discussion of the origins of "perceived caring" as one of the original three dimensions of credibility as suggested by Aristotle. The development of a measurement and scale for the caring construct is also examined. The chapter then explores the importance of "perceived caring" as a construct in instructional communication as well as contemporary research in the field and some special concerns associated with the variable. Finally, based upon this contemporary research, the chapter will make knowledge claims and suggestions for future research surrounding the caring construct in the instructional communication field.

**Learning to Laugh, Laughing to Learn: The Forms and Functions of Humor in the Classroom, Nicholas T. Iannarino, Graduate Student, University of Kentucky**

Since the 1930s, education scholars have assessed the role humor plays on classroom outcomes, particularly in terms of student learning, student affect, and instructor evaluations. However, recent instructional communication scholarship has begun to identify the many types and forms of classroom humor, provide an explanation for why certain instructors are funnier than others, and explain the role individual differences play on teachers and students during humorous message dissemination. In this chapter, instructional humor is defined broadly as intentional verbal and nonverbal messages enacted by teachers and students to achieve the goals of eliciting laughter, chuckling, and other forms of spontaneous behavior taken to mean pleasure, delight, and/or surprise in the targeted receiver (Booth-Butterfield & Booth-Butterfield, 1991). Effective use of humor by teachers has been shown to increase out-of-class communication, content clarity, motivation, interest, and learning behaviors. Within the past decade, instructional researchers have applied and developed theoretical frameworks to the study of classroom humor, and have categorized humor attempts based on their level of student-perceived appropriateness. Future inquiry must be raised regarding students' and teachers' roles as co-constructors of humorous messages, the impact of humor on behavioral learning, and the role of instructional humor in applied contexts – such as personal training.

---

## Session 7: 10:00 - 10:50 a.m.

---

### **Session 7A: Tennessee Room**

#### **Panel Title: The State of Argumentation in the Classroom**

*Laughton Messmer, East Tennessee State University*  
*Jennifer Ann Jackson, Middle Tennessee State University*  
*Bridgette Buchanan, Tennessee Tech State University*  
*Richard Merritt, Northeast State Community College*

This panel will exchange ideas of how argumentation is taught in the classroom, what theories are used and also what activities bring this very important process to our students. It will address how we aid in the development of critical thinkers and how help students appreciate the art of argumentation.

---

### **Session 7B: Cumberland Room**

#### **Panel Title: Chasing Excellence in Online Communication Courses**

*Mary Ashlock, University of Louisville*  
*Muffy Sinclair, University of Louisville*  
*Bill Brantley, University of Louisville*

UofL's Communication Department is an innovative leader in online communication courses. The purpose of this panel is to describe how various UofL faculty have effectively utilized the Blackboard CMS to deliver communication courses from basic public speaking to advanced undergraduate courses.

---

### **Session 7C: Ohio Room**

#### **Panel Title: TCA Graduate and Undergraduate Student Paper Competition**

**The Effect of Interactive and Traditional Media on Relationship Building: A Pilot Study for the U.S. Army Garrison Japan for Measuring the Influence of Yahoo Video and Broadcast Television on Organization-Public Relationships**

*Jennifer DeYeso, University of Tennessee at Martin, Senior Professor: Dr. Tracy Rutlidge*

**The Pedagogy of Progressive Hip Hop**

*Brian Criswell, Middle Tennessee State University, Senior Professor: Dr. Brian Hinote*

**Let My People Go 2.0: Global Utilization of Twibbons for Revitalizing Discourse and Fostering Virtual Social Mobilization Efforts**

*Valerie Beynon, Austin Peay State University, Graduate Student Professor: Pam Gray*

**Echoes of Frankenstein: Shelley's Masterpiece in Joss Whedon's Dollhouse and our Relationship with Technology**

Devon W. Anderson, Austin Peay State University, Graduate Student  
Professor: Dr. Christina Hicks-Goldston

**Shakespeare and Churchill: A Content Analysis Connecting Feminist Ideals**

Rebecca L. Beasley, Austin Peay State University, Graduate Student  
Professor: Dr. Christina Hicks-Goldston

**Session 7D: Tennessee Room B**

**Roundtable Title: Concerns, Issues and Suggestions: A Discussion About Graduate Programs**

*Facilitators: Jimmie Manning, Northern Kentucky University  
Jacqueline McNally, Northern Kentucky University  
Linda Seward, Middle Tennessee State University  
Amanda Young, University of Memphis*

This roundtable discussion will be focused on issues surrounding graduate programs and solutions that have worked in your programs. Challenges, pedagogical areas, best practices, persuading administration (for funds, GTAs, etc), getting your graduate program on the map, and many more. Please join us to share what has and has not worked in your program and gain ideas from others.

**Session 8: 11:00 - 11:50 a.m.**

**Session 8A: Tennessee Room B**

**Roundtable Title: Beyond English 101: An Argument for Writing-Intensive Courses in Communication Education**

*Jennifer L. Fairchild, Ph.D., Eastern Kentucky University  
Krista M. Kimmel, M.A., Eastern Kentucky University*

This Roundtable Discussion will examine the need for writing instruction in the communication curriculum. As communication educators, we are tasked with ensuring that our students are skilled in both written and oral communication. In the age of social media and electronic communication, it is more important than ever for us to provide quality instruction in writing. Using data collected from our first semester teaching a writing-intensive communication course, the topics discussed will include an assessment of students' writing skills and student feedback after their completion of a writing-intensive course.

---

**Session 8B: Tennessee Room****Panel Title: *The Voices of Caregivers***

*Crystal Daugherty (Chair), Graduate Student, University of Memphis*

*Rose Landey, Southwest Community College*

*Walter Spears, St. Jude Children's Research Hospital*

*Respondent, Amanda Young, University of Memphis*

While patients tend to be the primary focus of communication studies, caregivers are often overlooked. The purpose of this panel is to highlight the various unheard voices of caregivers, beginning with an overview of caregiving research. The discussion will center on three different caregiving scenarios: the coping styles of long-term caregivers, the communication challenges between type 1 diabetics and their caregiving partner, and the communication between family caregivers and medical caregivers during palliative care discussions.

---

**Session 8C: Cumberland Room****Panel Title: Great Ideas for Teaching II**

**Using a 60 second commercial speech as a final exam**, *Ruth Wagoner, Bellarmine University*

This persuasive speech requires students to use ethos, pathos, and logos in a very tight format. The commercial speech is in addition to the more traditional persuasive speech. The students enjoy presenting and hearing the commercial speech more than the more formal and longer speeches. It allow the students to give one more speech using only 1 class (exam) period.

**Pedagogical Pyrotechnics: Lighting The Fires Of Creativity In The College Classroom**, *Robin R. Ringer, Walters State Community College*

According to William Butler Yeats, "Education is not filling of a pail, but the lighting of a fire." Unfortunately, the temptation to settle into comfortable routine is customary for both students and teachers. So what can we do to challenge students and ourselves to begin thinking outside the box? This presentation will suggest strategies for lighting fires of creativity in the college classroom!

**Teamwork: Where Do We Start?**, *Stacy Freed, University of Tennessee- Martin*

Excellence in business is often attributed to excellent teams. Because of this, professors use team projects to prepare students for the "real" world. Many times, however, students don't know where to begin when working in teams. This presentation will suggest ways to help students prepare for successful teamwork.

**Online Mythbusting**, *Janet McCormick and Sharon Smith, Middle Tennessee State University*

This presentation is designed to do some "mythbusting" when it comes to successfully delivering communication courses in an online/hybrid format. We will attempt to negate the "it can't be done" mentality by discussing our own experiences as online instructors and referencing peers. We will speak about the importance of a text/articles (frame), content, methods/tools (beyond discussion boards?), and even EXL (including opportunity for application/reflection). We will follow with Q and A with the audience regarding the "issues" of deadlines, late work, quality of posts, citing sources, etc.

---

---

**Session 8D: Ohio Room****Panel Title: The Power of the Word: Use, Construction, and Cultivation of Messages for Television**

**The State of the Lame Duck Presidency: A Case Study in the Rhetoric of Finality**, *Patrick Loeb, Graduate Student, University of Memphis*

This paper, examines the 2008 State of the Union Address of President George W. Bush as a case study in final addresses, arguing that in these lame duck speeches, when Congress has essentially "moved on" and has no incentive to heed the instruction of the executive, the president is governed by a whole different purpose. Consequently, these speeches take on a different tone, function, and agenda, making them distinct enough that they could be considered as a sub-category of the "regular" State of the Union addresses.

**Viewer Generated Content**, *Chris Atkins, Graduate Student and Christopher Swindell, Marshall University*

A survey of America's television markets finds a striking similarity in the use and solicitation of material from viewers. Viewer generated content was used and solicited in every designated market area surveyed from 1-25, 26-50, 51-100, and 101-210. Respondents were only controlling news content--news directors, executive producers, and assistant news directors. The 40-item Likert type survey also found content managers eager for ever increasing amounts of viewer generated content.

**Genre-specific Learning: A Cultivation Perspective on Genre-specific Television Exposure**, *Rachael A. Record, Graduate Student, University of Kentucky*

The purpose of this meta-analysis was to synthesize genre-specific cultivation research to provide support for the genre-specific method of studying cultivation effects. The analysis tested five moderators and found perception topic, sample recruitment, and location to significantly moderate the relationship between genre-specific television exposure and perception. Genre and how exposure was measured were not found to moderate that relationship. The study concluded that genre-specific cultivation studies are a methodologically effective way to observe cultivation effects.

---

**Luncheon and Award Presentations: 12:15 – 1:30 p.m., Sunrise Room**