

Cover design by Jordan Burke, Public Relations student at Eastern  
Kentucky University

## Conference Schedule Overview

### Thursday, September 10

7:30 p.m. – 9:00 p.m. – KCA Executive Council Meeting: The Forge Restaurant

### Friday, September 11

9:30 a.m. – 11:00 a.m. – TCA Executive Council Meeting: The Forge Restaurant

11:00 a.m. – 6:00 p.m. – Registration: Montgomery Bell Inn Lobby

12:00 p.m. – 12:50 p.m. – Session 1: Clement Rooms A-1, A-2, A-3, B, C

1:00 p.m. – 1:50 p.m. – Session 2: Clement Rooms A-1, A-2, A-3, B, C

2:00 p.m. – 2:50 p.m. – Session 3: Clement Rooms A-1, A-2, A-3, B, C

3:00 p.m. – 3:50 p.m. – Session 4: Clement Rooms A-1, A-2, A-3, B, C

4:00 p.m. – 4:50 p.m. – Session 5: Clement Rooms A-1, A-2, A-3, B, C

5:30 p.m. – 7:00 p.m. – Cookout: Swim Pavilion

7:00 p.m. – 9:00 p.m. – Student Film Showcase: Clement Room A

### Saturday, September 12

8:00 a.m. – 8:50 a.m. – Business Meetings: Clement Rooms B (KCA) and C (TCA)

8:00 a.m. – 10:00 a.m. – Registration: Montgomery Bell Inn Lobby

9:00 a.m. – 9:50 a.m. – Session 6: Clement Rooms A, B, C

10:00 a.m. – 10:50 a.m. – Session 7: Clement Rooms A, B, C

11:00 a.m. – 11:50 a.m. – Session 8: Clement Rooms B, C

12:15 p.m. – 1:30 p.m. – Luncheon & Award Presentations: Clement  
Room A

**Session 1A: Clement Room A-1**

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**Panel Title: On a Dime: Creative strategies for supporting speech and individual events on a small budget debate team**

*Abigail Barnes, Middle Tennessee State University*  
*Patrick Richey, Middle Tennessee State University*  
*Michaela Edwards, Middle Tennessee State University*  
*Hailey Lawson, Middle Tennessee State University*  
*Stephen Boyette, University of Tennessee – Knoxville*  
*Rebecca Richey, Motlow Community College*

The purpose of this roundtable discussion is to encourage small budget teams to devote a portion of their resources to speech/individual events. This change could have a large impact on an institution's budget, especially in tough economic times. In order to achieve compatible diversity, the round table discussion will revolve around how an institution can plan ahead for resources, entry fees, and other expenditures proactively. This panel will explore how creating a competitively diverse team will not only prove beneficial in the realm of collegiate forensics, but also in academia and practical, daily communication.

**Moderator:** Patrick Richey, Middle Tennessee State University

**Session 1B: Clement Room A-2**

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**Storytelling Performance Title: Thomas Walker, Kentucky Explorer, Basil Clark, University of Pikeville, Ret.**

This performance features a 40-minute character presentation of Dr. Thomas Walker, an early Kentucky explorer who "discovered" the Cumberland Gap in 1750 as a good passageway through the mountains to the land beyond. At the time, he was exploring for the Loyal Company, of which he was a part, along with George Washington, Thomas Jefferson, and others. Dr. Walker was also the first person to document coal in Kentucky, and this presentation traces the impact of that discovery on the economy and on the railroad system in eastern Kentucky.

**Session 1C: Clement Room A-3**

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**G.I.F.T. Title: Teaching On-line**

**10 minutes for Web 2.0, Mike Searcy, Somerset Community College**

Are you taking full advantage of the technologies that your technological savvy students are using? Are your students' phones really smart or just overly clever? This session has been created to bring Web 2.0 (free tools on the web) to your active learning classrooms. 10 minutes per web tool will be spent introducing and covering applicability. A variety of e-tools can be used to enhance your class session today without the need for more memory, fancy new computers, or funding from your institutions. In fact, many of them can be accessed by your students in real time from their smart phones during class! Come join us and possibly explore some new active learning tools in the arenas of presentation tools, video tools, or mobile tools to enhance teaching and learning.

## **Session 1D: Clement Room B**

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### **Panel Title: The Story of Halloween on the Hilltop: Strategies for a Successful Campus Community Event**

*Shannon M. Brogan, Kentucky State University*

*Kimberly A. Sipes, Kentucky State University*

*Erin Gilliam, Kentucky State University*

*Patrice Bass, Kentucky State University*

*Erin E. Gilles, University of Southern Indiana*

This scholarly panel will share the story of Halloween on the Hilltop (HOH). HOH is an event that is designed to give Frankfort, KY a fun, safe way to spend Halloween. This event includes many Halloween activities like face painting, jump houses, Trick-or-Treat Alley, games, a costume contest, and much more. Halloween on the Hilltop is an annual event and is a great way to get the Kentucky State University community involved with the Frankfort community. KSU faculty and students will discuss the history of HOH, community engagement, and campus participation.

## **Session 1E: Clement Room C**

### **Panel Title: Instruction and Communication**

**Transdisciplinarity in practice: Changing the world one app at a time,** Zachary Hart, Northern Kentucky University

Northern Kentucky University's new strategic plan highlights transdisciplinarity as a critical factor in preparing its students for work in the 21<sup>st</sup> century. Breaking down silos and working across disciplines for larger goals is a hallmark of this approach to education. This presentation will describe a project that developed a mobile application that encourages the NKU community to utilize alternative modes of transportation in an effort to reduce air pollution in the greater Cincinnati area. The project, which was funded through a grant from the Environmental Protection Agency, was led by a team of Communication and

Environmental Studies students and faculty working together across disciplinary boundaries to make a difference. A discussion about ways to encourage transdisciplinary work will follow.

**Clarifying Content Relevance as an Instructional Communication Construct**, Benson T. Sexton,  
University of Kentucky

Students want to know how course content relates to their lives. Content relevance, as conceptualized by Keller's ARCS Model, refers to ways in which instructors connect course content to students' interests, needs, and/or personal and career goals. Content relevance, then, is a communication strategy that instructors can use in the classroom. This paper seeks to clarify content relevance as an instructional communication construct by examining the origins and theoretical framework of the construct, analyzing the use of content relevance in extant instructional communication literature, and posing future directions for examining content relevance in instructional communication research.

**A Formative Investigation of Student Technology Usage as Distraction**, *Jennifer Furkin*,  
University of Kentucky

Uses and gratification research explores why audiences use certain media and technology. New technology and media allow for students to spend class time often distracted and focused on activities other than instruction and learning. Research on distractions and multitasking suggests that people cannot fully focus on more than one activity at a time. Considering the population of students attending a small, liberal arts, undergraduate college in south central Kentucky, research suggests students choose small colleges for the individualized experience. There is a gap in research regarding why students attending small colleges would engage in distracting technology behaviors, which impede the individualized experience students claim to seek at small colleges. This research aims to explore the reasons why students attending a small college choose to use distracting technology during class.

**Moderator:** Deborah Givens, Eastern Kentucky University

**Session 2 – 1:00 – 1:50 p.m.**

**Friday, September 11**

### **Session 2A: Clement Room A-1**

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**Roundtable Discussion: Politics, Rhetoric, Identity, and Culture: What Will Determine the Results of the 2016 Presidential Election?**

*Ritta Abell, Simmons College*

*Gary Deaton, Transylvania University*

*Robert J. Glenn, Owensboro Community and Technical College*

*Karen Hill Johnson, Western Kentucky Community and Technical College*

*G.B. Pierre LaFleur, Morehead State University*

*James Reppert, Southern Arkansas University*

*Thomas Sabetta, University of Kentucky*

This discussion will focus on the 2016 presidential campaign and the determinants of successful campaigning from the perspectives of Rhetoric and Cultural Studies with a special focus on how microcultures and issues of identity play a role in influencing voting behavior. The participants have experience in the analysis, management and strategic planning of political campaigns and have held annual roundtables on presidential politics at KCA for many years.

## **Session 2B: Clement Room A-2**

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**Presentation Title: Design and delivery: Embracing instructor responsibility in the online communication course**

*Michael G. Strawser, Bellarmine University*  
*Marjorie M. Buckner, Texas Tech University*  
*Renee Kaufmann, Indiana University East*

Communication courses vary across institutions in terms of content focus (e.g., interpersonal, public speaking, hybrid) and delivery format (e.g., face to face, online, hybrid) (Morreale, Hugenberg, & Worley, 2006). Due to an evolving education landscape and environmental as well as institutional pressures, instructors across the country are faced with the challenge of moving towards greater adoption of online course delivery. Yet, what is missing from online communication course instructor training and preparation is not a discussion of technology skills and possible instructional strategies; rather what is missing from the conversation is the importance of ownership and responsibility for course construction, technological skill acquisition, effective strategy implementation, course assessment, and continued course and instructor development. That is, online communication course instructors need training regarding instructor responsibility and quality assurance in order to maintain high quality communication courses. This presentation seeks to describe the importance of providing communication course instructors with training focused on cultivating ownership of creating and delivering a pedagogically sound course that incorporates assessment and is committed to continued refinement of online course instruction.

## **Session 2C: Clement Room A-3**

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**Title: “I yam what I yam, and that’s all what I am”:** Using social identification theory to examine the impact of media on individual narratives, Sabrina Page, Walters State Community College

The concept of self can have multiple means this can cause one to be categorized, classified, or identified in a particular ways in relation to social groups in which one identifies. This paper will examine the social constructivist concept of how an individuals’ need for inclusion is shaped by past experiences. These experiences, developed through stories from family and friends as well as traditional and social media further shape identity. These experiences are

then shared with a group or groups with which they identify through storytelling. Finally, it will examine how an individual reacts when confronted with opposing group identities at the same time.

**Transactional Communication Exercise: A storytelling exercise to help students better understand the communication process,** Jacob Metz, Tennessee Technological University

One of the first concepts that we introduce to students in a basic communication course is the transactional model of communication. If all an instructor does is to present the model, explain its parts, and move on to the next topic, students often gain an academic understanding of the concept, but are left without the ability to practically apply the model to communication events that occur within their life. This leaves students unable to improve their “real-life” communication skills. This exercise is designed to give students a practical understanding of the transactional model of communication in addition to improving student’s academic understanding of the model. This exercise allows students the opportunity to see different areas in the model where communication can break down and then gives students the necessary tools to help prevent those communication problems outside of the class.

**Moderator:** Scott Christen, Tennessee Technological University

## **Session 2D: Clement Room B**

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**Panel Title: Health Communication**

**Communication Strategies and Challenges between Adolescents with Cystic Fibrosis and their Healthcare Providers,** *Mandy Young, University of Memphis; Elizabeth Stephens, Middle Tennessee State University*

To improve patient care in its intensive care units (ICU), an urban hospital asked us to study the communication problems that they saw occurring. In semi-structured interviews with 22 individuals, either family members or patients, we identified eight categories that affected communication, the most salient of which was role. A sub-code of role was boundaries, which broke down into three types (place, knowledge, and relationship) and three actions taken concerning boundaries (stretching, negotiating, and enforcing). Participants described explicit, rigid boundaries, such as visiting hours, and implicit, porous boundaries, such as “becoming like family” during long stays. We used Family Boundary Ambiguity Theory and notions of agency to understand how our participants worked within and around boundaries to communicate with care providers. We suggest that the most critical challenge in ICU communication is for all stakeholders to acknowledge the explicit and implicit boundaries and discuss their limits and effects.

**Underrepresented in Research, but Overrepresented in Use: Telling the Story of Appalachian Youth Views of Tobacco**



Clara Sears, University of Louisville  
Alex Lee, University of Louisville  
Courteney Smith, University of Louisville  
Allison Siu, University of Louisville  
Kandi Walker, University of Louisville  
Joy L. Hart, University of Louisville

Recruiting members of vulnerable populations to participate in research, although sometimes challenging, is vital to overall representation and deepening understandings of communication phenomena and public health. We examine ethical considerations in such recruitment and describe successful strategies employed in recruiting middle and high school students in Appalachian regions of three states. Our research focuses on attitudes surrounding tobacco products, use, and marketing. Despite wide acceptance of tobacco in parts of the region, youth voices have often been omitted; including these voices tells a fuller story of tobacco in this region and helps in formulating future campaign messages.

**Moderator:** Kathy Previs, Eastern Kentucky University

## **Session 2E: Clement Room C**

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**Presentation Title:** TCA/KCA Members Showcase Textbooks They've Authored, Lou Tillson, Murray State University and Holly Payne, Western Kentucky University

This session focuses on showcasing textbooks written by KCA/TCA members. Lou Tillson discusses her new book published this past summer by Kendall Hunt on public speaking anxiety management titled, *Facing Your Fears: Speaking Up When You Really Feel Like Throwing Up*. Tillson's colleague at Murray State, Crystal Coel, also has a public speaking text, *THE Presentation Guide Book: From the Classroom to the Boardroom*. Holly Payne at Western Kentucky University has coauthored a text, *Competent Communication at Work: Strategies and Standards for Success*, that she will present. These books and writing experiences will interest conference attendees who might want to adopt these texts or write one of their own.

**Session 3 – 2:00 – 2:50 p.m.**

**Friday, September 11**

## **Session 3A: Clement Room A-1**

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**Panel Title:** Community and Narrative in Modern Rhetorical Studies

This panel brings together several scholars looking broadly at community and narrative as central aspects of modern rhetorical studies. The combined presentations examine the many ways that narrative, community, and technology intersect in the study of modern communication.

**Shadow of a Doubt: The MMR Vaccine, Conspiracy Theories, and Official Discourse in Postmodern America**, *Chara K. Van Horn, The University of Tennessee at Martin*

President Obama has plans to invade Texas. Chemtrails are secretly poisoning the unsuspecting public. The MMR vaccine causes autism. These conspiracy theories, and many others like them, are conspicuous today in American discourse. The inability of government agencies and their official discourses to effectively and convincingly combat conspiracists' claims for wide segments of the public occurs because, as Marilyn Young states, "conspiracies tell a better story." This paper examines the role conspiracy theories play in the form and substance of the official discourse that is shaped to refute the very same conspiracies and why official discourse has, so far, been losing the battle of the narrative.

**Hurts More Than Words**, *Kenisha Burke, Austin Peay State University*

Infertility exists in the black community and the discussion of it is largely a taboo subject. Considering the racial stereotypes that plaque black motherhood, so many of these women are left without outlets to discuss the issues in public. However, there several private communities and discussion boards in which the women have built communities. Most recently private Facebook has become the primary playground for the discussion. I would like to discuss the communication process that exists in these groups.

**Sharing "Stories": Shared Social Media Narratives as Virtual Consubstantiality**, *Robert Baron, Austin Peay State University*

This paper examines the rhetorical work done by users "sharing" content on social media platforms. Specifically, it frames social media sharing as a community building exercise and examines the role that shared social media content plays in creating "virtual consubstantiality" among social media community members. The paper offers a framework for understand social media as a communal exercise and explores the ways in which rhetorical theory can deepen our understanding of the use and power of social media technologies.

**Moderator:** Robert J. Baron, Austin Peay State University

## **Session 3B: Clement Room A-2**

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**Rountable Discussion: What's happening in your neck of the woods?: A discussion regarding the state of education in Kentucky**, Dr. Jacqueline Emerine, Facilitator, Northern Kentucky University

This discussion will be focused on the sharing of information. Specifically, we will explore what is happening at your institution in terms of undergraduate classes, funding, tenure and promotion, graduate classes and assistantships, teaching loads, hiring and travel freezes, collegial governance, and so much more. The goal is to share the current state of affairs at your institution and what is working and not working. It is no secret that state and federal funding is being cut across the state, so our best resource is each other. Please join us for discussion and problem solving.

### **Session 3C: Clement Room A-3**

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**G.I.F.T: Teaching Public Speaking: the Shut-In Interview Review**, Basil Clarke, University of Pikeville, Ret.

This workshop will explore a speech-type that I used in my public speaking and interpersonal and health communication classes for years, the Shut-in Interview Review speech. Students visited someone who was primarily home bound, and then presented an informative speech about the visit. The handout with guidelines for the speech included looking for cues of loneliness, the desire to tell stories, and signs of dignity, or the lack thereof. The person could be a relative or not, and could be home bound for any reason, and I heard speeches about illnesses, injuries, phobias, prison, and more. In over twenty years of assigning and listening to these speeches, I had no complaints about "why do this?", and many students talked of renewed relationships with someone they had either gotten too busy to visit, or had just never made the effort to find out how a particular family member or friend was coping with some area. I also had a few cases where students just went "cold turkey" to a hospital, nursing home, and, in a couple instances, to jail, and just asked the person in charge if there was someone who would enjoy a visit. This speech is one that I have seen affect and change attitudes in a positive way over the years, and one I highly recommend to be incorporated as possible into public speaking classes.

### **Session 3D: Clement Room B**

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**Presentation Title: Exploring Grief through film**, *Mike Dunn, Briana Keen, Will Roberts, Tracy Nichols and Amy Ritchart, Austin Peay University*

This paper highlights teaching an understanding of grief through film. The presenter taught a class where grief and dying were discussed and how films were used to explore the topics. Students will also contribute to the discussion of the classroom experience.

**Moderator:** Todd O'Neill

### **Session 3E: Clement Room C**

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**Panel Title: Applying Theory in the Classroom**

**Using Appreciative Inquiry Techniques in the Classroom, *Amanda Lawrence, Doctoral Student, University of Kentucky***

Appreciative Inquiry (AI) approaches is a type of consulting approach most commonly used in the communication and business contexts. Appreciative inquiry is based on asking powerful and positive questions and narrative storytelling to execute the process of 4 D's: Discovery ◊ Dream ◊ Design ◊ Destiny. Others have described an AI intervention as having three parts: (1) discovering the best of..., (2) understanding what creates the best of..., and amplifying the people and processes who best exemplify the best of... This way of thinking is a drastic change from other types of consulting, and also from education environments at times—focusing on the positive rather than the negative. The particular activity that will be shared will be an example that instructors could use in their classrooms. Discussion will include how to modify the activity for various contexts, audiences, and content. Potential positive outcomes of using this approach in your classroom include: allowing change to happen more easily and with less resistance, engaging critical thinking skills, appealing to short attention spans of learners, involving active learning, requiring collaboration, adding value and relevance to content, and increasing affect.

**The Impact of Normative Beliefs on Decision-Making in First Time Parents: Theory of Planned Behavior Framework, *Jennifer Furkin, University of Kentucky***

This paper synthesizes literature regarding consumer behavior using the theory of planned behavior/theory of reasoned action to evaluate parenting decision-making. Previous research points to the important antecedent of normative beliefs as a factor in consumer decisions, specifically parenting. A gap in research regarding expectant first time parents and the consideration of the role of normative beliefs is presented with hypotheses and research questions.

**An Investigation into the Shift in Lie Acceptability in Children from Grades 3-12, *Shane Goosie, Walter State Community College***

The goal of my research was to determine if there was a shift in the extent to which children's attitudes toward deception change as they age. Results from this study may provide potential predictors of the acceptability of lying in children and adolescents which offer insight into the development of anti-social attitudes. This may have practical implications regarding the timing of crucial interventions as to prevent the continuance and escalation of such behaviors in the future.

**Moderator:** Pamela Parry, Eastern Kentucky University

**Session 4 – 3:00 – 3:50 p.m.**

**Friday, September 11**

**Session 4A: Clement Room A-1**

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## **Panel Title: Faculty/Student Experience**

### **Examining the Part-time Communication Faculty Experience: The Role of Communication Faculty Leaders in Reducing Referent and Appraisal Uncertainty, Donna M. Elkins, Spaulding University**

Organizational newcomers are known to experience different levels and types of uncertainty while adjusting to expectations and roles. This is especially true for part-time faculty who are preparing to teach in a particular college or university for the first time or are stepping into the classroom for the first time. With the reliance on part-time faculty growing in higher educational institutions, how they are socialized into the teaching role is crucial to the learning outcomes of the students they teach and to higher education overall. Responses from part-time faculty across disciplines, along with Teboul's (1994) typology of newcomers' referent and appraisal uncertainty, will be used to make suggestions and begin a conversation among communication scholars regarding effective socialization processes for part-time communication faculty.

### **Classroom Justice as a Predictor of the Instructor-Student Relationship, Amanda Slone, University of Kentucky**

This study examined students' perceptions of classroom justice as a predictor of students' perceptions about the instructor-student relationship from a relational perspective. Results are consistent with past research (Frisby & Myers, 2008; Horan, Chory, Carton, Miller, & Raposo, 2013) and suggest that students' perceptions of classroom justice are significantly correlated with instructor-student rapport. In support of the relational approach, and extending past research, interactional justice was found to be the strongest significant predictor of instructor-student rapport. Implications and limitations are discussed.

**Moderator:** Deborah Givens, Eastern Kentucky University

## **Session 4B: Clement Room B**

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### **Panel Title: Financial Aspects of Education and Social Capital**

#### **Flipping SPCH1010, Miriam Seyelene Phillips, Northeast State Community College**

For SPCH 1010 flipped course the goal was to connect text book concepts and what have been traditionally lecture associated materials into a structure where students can obtain a firm understanding of the concepts outside of class. This allows us to free classroom time for more hands on learning. By following this approach we will appeal to all learning styles and in so doing it is my mission to incorporate activities that allow students to explore the knowledge they have gained.

#### **The Influence of Financial Literacy on Retention of First-Generation College Students, Casey Binder, Northern Kentucky University; Brian Embry, Northern Kentucky University**

This study explored financial literacy of first-generation college students in the Norse Advising department at NKU, and their retention the following semester. The financial literacy of college students is important to study because debt and poor financial decision making can negatively impact persistence and retention. Financial literacy was measured by a questionnaire with questions pertaining to student loans, debt, and interest rates. First-generation students were more likely to begin college with issues pertaining to family support, academic preparedness and financial understanding. The variables of gender, race and family income were also studied.

**First-Generation College Students and Social Capital**, Daniel Cieslak, Northern Kentucky University; Jessica Spencer, Northern Kentucky University; Robbie Valerius, Northern Kentucky University

First-generation college students often struggle with the adjustments to higher education. This can be the result of many factors in the students' lives. Much research has previously been completed that has shown social support, or the lack thereof, to be an important factor in this demographic's collegiate success. We aim to extend the literature by examining the effect of social capital on first-generation college students' persistence and satisfaction with the university. We also examine how social media network connections help first-generation college students garner social capital.

**Moderator:** Pamela Parry, Eastern Kentucky University

## **Session 4C: Clement Room C**

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### **Presentation/Performance Title: "Let's Talk About Race"**

Shannon M. Brogan, Kentucky State University  
Damon Hughes, Kentucky State University  
Ileen Brown, Kentucky State University  
Edwin Simmons, Kentucky State University

How do we let our stories define us? In "Let's Talk About Race," a children's book written by Julius Lester and Karen Barbour (2005), the audience is introduced to race. Students are encouraged to explore their personal identity and not prejudge someone based on the color of their skin. Each year, students in an Oral Interpretation course at Kentucky State University (KSU), a Historically Black University, are read this book by their professor. After reading the book, the professor shares her own story and then encourages students throughout the semester to tell theirs, too. Less bold students often write their stories down for the professor, while others students are comfortable sharing their stories with the class. For this presentation, three students will perform original pieces about their lives after "Let's Talk About Race" is read to the audience. We all have a story to tell; are you willing to share yours with us?

**Session 5A: Clement Room A-1**

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**Panel: International Pedagogy and Learning**

**International Pedagogy: Higher Education in a Globalized World**, Michael G. Strawser, Bellarmine University

As the movement toward international education continues, institutions must be adept at reaching and instructing international students. Therefore, universities should be pedagogically sound and willing to invest in the training of instructors who will integrate creative classroom methods in an effort to reach international students. This position paper contains an overview of the international higher education landscape while the discussion section highlights American institutional imperatives in a highly competitive global market.

**Facebook Intensity in International Students**, Myeongok Lee, Western Kentucky University

Park and Lee (2013) studied the associations between Facebook intensity, impression management, and the psychological outcomes among American college students. In this replication study, those components were examined from the perspective of international students at an American university. This study revealed the differences between American and international students in terms of their Facebook use and the associated psychological effects. The results of this study suggested using Facebook to provide information about school resources and encourage more active interaction between international students and domestic students, which could help international students to achieve their goals of social integration in their host country.

**Global Communication Certification Council (GCCC)**: Janet McCormick, Middle Tennessee State University

As the Global Communication Certification Council (GCCC) launches the new Communication Management Professional (CMP) designation, Council Chair Dr. Janet McCormick shares her thoughts on the mission of the GCCC, its accomplishments and the considerable research and thought that went into shaping this first and much anticipated certification offering.

**Moderator:** Deborah Givens, Eastern Kentucky University

**Session 5B: Clement Room B**

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**Presentation/Performance Title:** “Stories from the Hills: The power within”: A presentation of short films

Ann Andaloro, Morehead State University

Anna Nichols, Morehead State University  
Christina Holbert, Morehead State University  
Haley Dyer, Morehead State University

Storytelling has always been the fabric of human communication. This student panel will present personal narratives in a variety of digital forms. The stories highlight the lives of young people living in Appalachia. They focus on health, gender, music and stereotypes. Creating inspiring stories is an important goal for communicators in our digital world. This panel will share the stories of their lives. Haley Dyer, Christina Holbert and Anna Nichols will discuss the process of creating inspirational stories for social media, KET and the MSU TV program *Hear Me Roar*. The video producer, Ann Andaloro, Associate Professor of Communication at Morehead State University, will discuss the need for inspiring stories in the digital age.

**Moderator:** Todd O'Neill, Middle Tennessee State University

## Session 5C: Clement Room C

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### Panel Title: Stories in the Classroom and as Rhetoric

**Sharing Interpersonal Stories in the Classroom:** Teresa Collard, Associate UT Martin and Lisa LeBleu, UT Martin

The tradition of storytelling is a means of making connections with others on a variety of levels. When using the technique of storytelling in the classroom, there is an opportunity for students to form lasting interpersonal connections and create deeper understanding of values and goals. It is important that students share their own stories in their own words, voices, and/or photographs. This presentation will explore the rich interpersonal nature of storytelling via implementation of three different types of assignments. These assignments may be used in a wide variety of courses for personal and interpersonal exploration.

**The Ghost Rhetoricians: Storytelling and Alleged Communication with the Deceased,** Tracy Nichols, Austin Peay State University; Tracy McLaughlin, Dyersburg State Community College; and Michael Dunn, Austin Peay State University

One form of communication that finds cyclic popularity in the main stream is that of mediums or ghost hunters. There is a plethora of cable television reality shows devoted to this phenomenon. Our panel will address a sampling of the reality shows to explore the need for this form of communicative storytelling in society and potential explanations for why humans feel the need for this form of alleged communication. Examples of series discussed will be *The Long Island Medium*, *Ghost Hunters*, *Ghost Adventures* and *My Celebrity Ghost Story*. This panel is not attempting to validate paranormal communication, but to understand the popularity and desire for this form of storytelling and alleged communication. The panel will discuss selected ghost stories through the ages and their impact.

**Moderator:** Teresa Collard, UT Martin



## Special Events

**Picnic Dinner – 5:30 – 7:00 p.m.: Swim Pavilion**

**Reception & Film Viewing Party – 7:00 – 9:00 p.m.: Clement Room A**

**Saturday, September 12**

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

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- **KCA Business Meeting: Clement Room B**
- **TCA Business Meeting: Clement Room C**

**Session 6 – 9:00 – 9:50 a.m.**

**Saturday, September 12**

**Session 6A: Clement Room A**

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**Roundtable Discussion: Storytelling in Appalachia's Public Relations and Journalism Classrooms: Tales from Professors relaying Student Perspectives**

Deborah Givens, Eastern Kentucky University  
Kathy Previs, Eastern Kentucky University  
Ginny Whitehouse, Eastern Kentucky University  
Melissa Newman, Eastern Kentucky University

Storytelling in Kentucky's Appalachia is now considered a best practice for public relations and journalism students. For PR students, storytelling is vital in creating public relations campaigns for like non-profits like SOAR (Shaping Our Appalachian Region) and the Kentucky Blood Center, for examples. This panel will discuss ways in which students find, craft, and disseminate stories to the public. Sharing these stories allows the public to see people like themselves — overcoming obstacles, embracing change — and makes for more successful service learning projects that nets satisfied "clients." In addition to aiding with fundraising efforts and creating general goodwill in the region, these stories help to alleviate the negative stereotypes that Kentucky's Appalachia has worked decades to overcome. For journalism students, who remain vested in their home communities far more than in their

college towns, seeking out public documents that address key public issues gives them the tools to tell the stories of their hometowns.

## **Session 6B: Clement Room B**

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### **Roundtable Discussion: Master's Programs in the Blue Grass: Building Relationships, Developing Ideas, and Brainstorming Solutions**

Andrea Lambert South, Facilitator, Northern Kentucky University  
Fran Dickson, Eastern Kentucky University  
Zachary Hart, Northern Kentucky University  
Kandi Walker, University of Louisville  
Helen Sterk, Western Kentucky University  
Stephanie Klatzke, Northern Kentucky University  
Angela Jerome, Western Kentucky University

In this interactive roundtable graduate program directors, department chairs, and engaged graduate faculty discuss the advantages and disadvantages of supporting a Masters in Communication program. Topics discussed will include: funding for graduate assistantships and fellowships, impacts on undergraduate research, faculty load issues, unique characteristics of graduate students, and contemporary changes in M.A. Communication curriculum. This panel will be of interest to many conference goers including undergraduate students who would like to touch base with chairs and program directors; graduate program directors outside of the Commonwealth wishing to share ideas; and chairs and program directors within Kentucky wishing to build relationships and strengthen all Communication M.A. programs in the region.

## **Session 6C: Clement Room C**

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### **Roundtable Discussion: Teaching Practice and Practicals in the "Classroom"**

Joy Goldsmith, University of Memphis  
Christi Moss, University of Memphis at Lambuth  
Patrick Dillon, University of Memphis  
Sandra Sarkela, University of Memphis

In the overloaded time frame of a semester, the opportunity to share the diverse practices used in teaching communication studies are too rare. This panel describes a range of teaching experiences and student levels (early undergraduates, junior and senior undergraduates, and graduate students) and incorporates the thorns and roses of a variety of pedagogical efforts. Faculty on this panel represent diverse areas of communication interests and teaching responsibilities. Data collection, experiential travel, health campaign development, and portfolio creation in various teaching contexts at the University of Memphis are considered.

Moderator: Scott Christen, Tennessee Technological University

**Session 7 – 10:00 – 10:50 a.m.**

**Saturday, September 12**

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**Session 7A: Clement Room A**

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**Panel: Innovative Courses**

**Storytelling: The Components That Connect Us**

*Ruth Livingston, Northeast State Community College*

Gottschall (2012) wrote *The Storytelling Animal: How stories make us human*. He suggests that storytelling is a way that we share the experiences of life that connect us as human beings. By telling a story, the storytellers brings other human beings to a life changing event that the audience can identify with; it connects us. "But we are beasts of emotion more than logic. We are creatures of story, and the process of changing one mind or the whole world must begin with 'Once upon a time'" (Gottshall, par. 11). The paper will discuss the components of a good story and give an example of the essential elements of storytelling.

**Story Telling in the Speech Classroom**

Shelia Sullivan, Tennessee Technological University

This paper explains the use of storytelling to teach speech communication.

**Teaching with Stories**

Jennifer James, Shellie Michael, Sheri Waltz, Volunteer State Community College

Instructors added a storytelling speech to the SPCH 1010 course. The presentation will include the assignment, discussion (online and f2f options) ideas, the use of *Sesame Street: House of Bricks (House of Cards Parody)* <https://www.youtube.com/watch?v=92NXMtVtv8o> to teach story structure, and an assessment rubric.

Moderator: Yang Soo Kim, Middle Tennessee State University

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**Session 7B: Clement Room B**

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**Roundtable Discussion: Focusing on What Stories Tell Us**

Amy Thieme, Eastern Kentucky University  
Pamela Parry, Eastern Kentucky University  
Abra Endsley, Eastern Kentucky University  
John Strada, Eastern Kentucky University

Storytelling is an integral part of human communication. However, while some might focus on the art of telling a story, this roundtable discussion will focus on the flip-side of storytelling: focusing on what stories tell us. Specifically, stories explain, clarify, inform, instruct, and bring to life the principles, opinions, theories, and feelings people have about the world around them. Stories tell us what people like, hate, need, want. Understanding this principle is fundamental to being successful in the fields of conflict management, public relations, development, and small group project management. The roundtable discussion will focus on how to use the narratives of stories to improve one's success in these fields.

## **Session 7C: Clement Room C**

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### **TCA competitive student paper submissions for Fall 2015**

#### **GRADUATE**

*Issue Management and Ideology: Analyzing "March of the Machines," a 60 Minutes Segment*

Adam G. Hughes, University of Memphis

Directed by: Dr. Rachel Holloway, Virginia Tech

*Who has the Control in Birth Control? A Fresh Framework for Analyzing Visual Artifacts from the Eugenics and Women's Rights Movements*

Sarah Mayberry Scott, University of Memphis

Directed by: Dr. Sandy Sarkela, Associate Professor

*Mediums of Memory: The Hauntings of Lesbianism and the Equal Rights Amendment in Makers: The Women Who Make America*

Kyle Christensen, University of Memphis

Directed by: Dr. Sandra J. Sarkela, Associate Professor

#### **UNDERGRADUATE**

*Whiteness: An Examination of the Culture within a Middle Class Neighborhood*

Hailey Lawson, Middle Tennessee State University

Directed by: Dr. Patrick Richey, Assistant Professor

*What Deck Would Karl Marx Run? A Marxist Critique of the Yu-Gi-Oh! Card Game Market*

William Griffen, Middle Tennessee State University

Directed by: Dr. Patrick Richey, Assistant Professor

*The (Virtual) Reality of Women in the Video Game Industry*

Alex Lempin, Middle Tennessee State University

Directed by: Dr. Patrick Richey, Assistant Professor

*Focus on Fallacy: Jim Daly's "The Daly Focus" viewed through a Burkian Lens*

Michaela Edwards, Middle Tennessee State University

Directed by: Dr. Patrick Richey, Assistant Professor

**Moderator:** Janet McCormick, Middle Tennessee State University

**Session 8 – 11:00 – 11:50 a.m.**

**Saturday, September 12**

### **Session 8B: Clement Room B**

**Panel Title: Title Versus Responsibilities**

Kenisha Burke, Austin Peay State University

Mike Dunn, Austin Peay State University

Jessica Morris, Austin Peay State University

Amy Ritchart, Austin Peay State University

Tracy Nichols, Austin Peay State University

The title instructor leaves a lot to the imagination when describing the responsibilities of communication instructors. Many disciplines use instructors in different capacities, but communication instructors have more responsibilities and role requirements than instructors in different disciplines. This panel will explain the roles, responsibilities and set backs of the instructor title in the communication discipline.

### **Session 8C: Clement Room C**

**Title: 2015/2016 TCA/TIFA Preseason State of State Meeting**

**Chair:** Dr. Patrick G. Richey, Middle Tennessee State University

**Participants:** Coaches & Facilitators of TN collegiate Debate & Forensics

**Rationale:** 2014 TCA members agreed to re-bridge the relationship between TCA and TIFA. At the annual TIFA tournament, we discussed the joint meeting, effectively setting up a preseason meeting and networking between the two organizations. This will be the 1st renewed preseason meeting. We will discuss in an open forum subjects such as tournaments, pedagogy, new programs, new events, special concerns about debate and forensics in TN for the upcoming season.

**End of Sessions**

**Saturday, September 12**

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

## Kentucky Communication Association

### 2014-2015 Executive Council

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**Immediate Past President:** Zachary Hart, Northern Kentucky University  
**President:** Jacqueline Emerine, Northern Kentucky University  
**First Vice President:** Kathy Previs, Eastern Kentucky University  
**Second Vice President:** Ron Mace, Somerset Community College  
**Secretary:** Siobhan Smith, University of Louisville  
**Treasurer:** Bob Glenn, Owensboro Community and Technical College  
**Executive Director:** Tom Sabetta, University of Kentucky  
**East Regional Representative:** Erin Giles, University of Southern Indiana  
**West Regional Representative:** Helen Sterk, Western Kentucky University  
**Journal Editor:** Holly Payne, Western Kentucky University  
**Awards Committee Chair:** Jacqueline Emerine, Northern Kentucky University  
**Graduate Student Paper Award Chair:** Kathy Previs, Eastern Kentucky University  
**Webspinner:** Renee Human, Northern Kentucky University

## Tennessee Communication Association

### 2014 – 2015 TCA Officers

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**President:** Ruth Livingston, Northeast State Community College  
**President-Elect:** Marci Nimick, Walters State Community College  
**Past President:** Janet McCormick, Middle Tennessee State University  
**Executive Director:** Judi Truitt, Volunteer State University, Nashville State Community College, and Bethel University  
**Interest Chairs**  
**Argumentation/Forensics:** Richard Merritt, Northeast State Community College  
**Corporate/Organizational:** Yang Soo Kim, Middle Tennessee State University  
**Curriculum/Instruction:** Scott Christen, Tennessee Technological University  
**Interpersonal/Small Group:** Teresa Collard, University of Tennessee-Martin  
**Mass Communication:** Todd O'Neill, Middle Tennessee State University  
**Rhetoric/Public Address:** Rob Baron, Austin Peay State University  
**Webmaster:** Patrick Richey, Middle Tennessee State University  
**Newsletter Editor:** Sheri Waltz, Volunteer State Community College