

A Message From TSCA President Kandi King

Dear Texas Speech Communication Association Family:

I hope this winter edition of the TSCA Newsletter finds you well and beginning to enjoy this special time of year! I hope you will bear with the length of this letter -- my heart is full and there are so many to thank and so much for which to be thankful!

I am deeply grateful for everything all of you did to make the 2010 Convention in Houston such a resounding success. We began with laughter as so many of us enjoyed Jen Kober and we ended with a revived sense of strength and revitalized commitment to the furthering of our students' - and our own - education.

Thank you to each of you who attended - your energy was palpable and vibrant. I am so glad you came! Convention always reminds me of what this organization is all about, and that is because you are there!

Thank you to all of the interest group chairs who worked hard to ensure we had programs and workshops that gave much food for fodder! I went to every one of them -- and they were dynamic and full of life! So, thank you panelists for your commitments to your presentations. And, even though I was unable to stay very long at any one, I learned from you and your panelists. If I learned from my brief moments, I can only imagine what our membership learned from the entirety. If you were unable to join us for our slam poets at "Meet the Author" and/or for Peter Pober's beautiful and heart-tugging "Professor's Performance Hour", I can truly say you missed two of the most engaging and emotional programs I have ever attended at Convention.

Thank you to our committee chairs and committees for all your dedication to ensuring our organization runs efficiently and productively. The committee appointments are included in this newsletter. I, along with the rest of the Executive Officers, look forward to our work this year. Chairing and sitting on committees is crucial to this organization's lifeline and I appreciate the extra time and effort each of you has given and continue to give.

Thank you to our amazing Local Arrangements Committee and their plethora of door prizes, hospitality and spirit. I especially want to thank Walter Willis - words just aren't enough - for the yeoman's commitment you had to the success of the 2010 Convention. Of course, Houstonians, some of you remember, I began my career in Houston - and it was like coming home!

Last but not never, ever least, my deepest thanks to my fellow officers! You are such inspirations and role models for me. I have never gotten over feeling as Sally Fields did the night she accepted her Oscar and like Dorothy Gale when landed in Oz! The world is filled with wonder - and you are my wonders! Ralph, Connie, Mike, Jana, Brent, Amy, Shawn, Glynnis - what would I - and this organization - do without you?? Your tireless dedication is truly a well-spring of profound perspective for me!

Congratulations to our newly elected officers, Russell and Aimee, and to our Educators of the Year! How can we not all be touched by the readings at the Educator of the Year Reception as we hear of our colleagues' impacts on the lives of their students, parents, colleagues and our discipline?

Finally, I want to ask each of you to continue to believe in our mission. Last week I had the great joy of shadowing my daughter as she went about her duties as a newly-appointed assistant principal. That joy of sharing with my daughter her day was, however, very tempered by the harsh realities of her job. The school at which she administers has an 85% at-risk population and she tells me that one study she read recently projects that in another 30 years the majority of Texas public schools will mirror hers. We are going to have to continue to work as hard as we have always done to make our discipline relevant and vital and essential for our students. We are going to have to continue to fight to educate our legislators and SBOE representatives about the absolute necessity of teaching our students how to be successful communicators. That day, in the midst of seeing so much need, I also visited a communication applications class and I saw a teacher, filled with energy, and a classroom, brimming with students engaged in learning, eager to learn. That must always be a perspective we need to keep!

To all of you who proffered insightful suggestions for how we can continue to innovate and progress as an organization, your thoughts resonate with vitality. It is with those thoughts and all the ones that will follow that the Texas Speech Communication Association will continue to meet the needs of Texas students and teachers.

May your forthcoming holidays be filled with happiness. May your first semester end with a sense of accomplishment. May you all remember why we teach and why we love what we do! And always, always remember - it IS a matter of perspective!

Kandi
President, TSCA 2010-11

Pictures From The 2010 TSCA Convention



2010 Educator of the Year Nominees after the reception in their honor



2010 TSCA Award Winners: TIFA Educator of the Year, TSCA Educator of the Year for Community College and High School, and TSCA Service Award Winner.



The Communicator of the Year Award winner with his constituents and TSCA members.



An AMAZING Performance from Peter Pober!



Some of TSCA's Past Presidents gather at the 2010 TSCA convention



2010 Presidential Address by Ralph Long

36 % are Anglo, 18% are Black, 39 % are Hispanic, and 7 % are Asian or other according to a 2008 U.S. Census Bureau breakdown of the nearly 4 million people living in Harris County. This makes Harris a majority minority county. Additionally, according to results from the 29th *Houston Area Survey* conducted by Dr. Stephen Kleinberg of Rice University, and posted in April, 2010, Houston is, “one of the most culturally diverse metropolitan areas in the country.”

Take a minute and look around the ballroom. Feel free to stand up for the sake of field research. While doing so count how many different “cultures” you see represented here this morning. Everyone should be prepared to answer the following two questions:

How many cultures did you identify? What factors did you use to make this determination of culture?

When I ask my students to do this in class I get many of the same responses you’ve just given. But are these responses the only factors upon which we should determine or define culture?

As we spend our time here in Houston contemplating the convention theme, *Cultural Communication: Creating Chaos or Community?*, I would like to explore with you ways by which we can define culture, the impact a culturally diverse classroom can have on teaching, and some ways we, as educators, can foster greater community and less chaos in our classroom.

The concept of culture often times is viewed through the narrow lens of our own, to coin a phrase, “Amerocentrism.”

In other words as Americans we often view our culture, according to Dr. Shelley D. Lane in her book *Interpersonal Communication Competence and Contexts*, “as the standard by which other cultural groups are measured.”

In a June 22, 2010 article in *USA Today*, Haya El Nasser notes that the *2009 Diversity Index* shows that nationally there is a 52 % chance that two randomly selected individuals would be racially, ethnically, and culturally different from each other.

As teachers and students struggle with the disparate cultures and customs composing today’s classroom, I think this tendency for “Amerocentrism” can create a sense of chaos rather than community.

In fact Philip Selznick states in his article, “Thinking about Community: Ten Theses” found in the July/August 1995 issue of *Society* that, “the most familiar connotation of ‘community’ is solidarity based on consciousness of kind. Not less important, however, is the idea that community is a framework for diverse activities and autonomous choices. Thus we can readily distinguish communities from disciplined, special –purposed organizations.” Based on this information, I began to consider whether the Interest Groups which constitute TSCA are communities or disciplined special-purpose organizations? And my conclusion is that interest groups are a bit of both.

Of course the concept of *disciplined organization* goes out the window when the interest group known for its raucous convention smack downs convenes. I’m not naming any names but the acronym starts with a “T” and ends with an “A.” Can you all rein it in? Administrators, behaving badly, really, *it’s just . . . dare I say TACA?*

One last definition of culture I offer for consideration is that of Alan Durant and Ifan Shepherd in their August 2009 article titled, ‘*Culture’ and ‘Communication’ in Intercultural Communication*, published in the *European Journal of English Studies Vol.13, No. 2*.

These two scholars assert:

culture may be viewed as largely a matter of continuously reconstructed identities that range from age-cohort affiliation and sexual orientation, through loyalty to sports teams or involvement in particular interests or hobbies . . . Each emphasis is a credible interpretation of . . . what ‘culture’ is, what purposes it serves, how deeply people are attached to what they perceive as their culture, and how readily or reluctantly they adapt in the face of changing and increasingly interlocked societies.

These concepts of attachment to a native cultural norm and of readiness or reluctance to adapt in new surroundings go a long way in explaining why international, immigrant, and or ESL students often feel alienated from their peers.

After all, the classroom is, in many aspects, a community. Once the first week of school was completed Linda and I had dinner with two friends who are also educators. We talked about our classes. During this conversation we identified over 20 countries from which our students originate. These students bring to the classroom the norms, cultural identities, and language of their native land.

The difficulty some students have in expressing their ideas in the English language is addressed in Heather Bowe and Kylie Martin’s book, *Communication Across Cultures: Mutual Understanding in a Global World*:

An understanding of intercultural communication is crucially related to an understanding of the ways in which the spoken and written word may be interpreted differently. . . Although speakers engaged in intercultural communication typically choose a single language in which to communicate, individuals typically bring their own sociocultural expectations of language to the encounter. Speakers’ expectations shape the interpretation of meaning in a variety of ways. To manage intercultural interaction effectively, speakers need to be aware of the inherent norms of their own speech practices, the ways in which norms vary depending on situational factors and the ways in which speakers from other language backgrounds may have different expectations of language usage and behavior. This expressive difficulty is potential for chaos in the classroom. However, the wonderful outcome is that students usually adjust and, over the course of the semester, connect

2010 Presidential Address by Ralph Long

To shed more light on the impact of cultural diversity in the classroom Durant and Shepherd further assert, “Social and spatial propinquity also has a material bearing on propensity, as well as ability, to communicate. This affects whether, and how much, intercultural communication takes place among people of varying backgrounds.”

Say what? I have to admit this quotation initially caught my eye because it uses propinquity and propensity in the same sentence. You see I do enjoy stylistic devices and these two words create linguistic rhythm, “The appeal [that] comes from the combination of sounds, which gives the passage an almost musical cadence,” as stated by Stephen Lucas in *The Art of Public Speaking*, 10th ed. A quotation Lucas himself borrowed from *Perrine’s Sound and Sense: an Introduction to Poetry*, 11th ed. authored by Arp and Johnson. So, in homage to John Gossett, a TSCA Past-President, a great teacher, friend, and mentor to many of us here today I submit the following:

“Resolved that Oral Interpretation and Performance Study, which Gossett oft referred to, in jovial jest, as ‘reading aloud’ does offer to the world of rhetoric, debate, and public discourse a valuable tool to enhance the presentation and pontification of the premise of policy proposals pertinent to postulation of . . .” Okay, I’ve Petered out. Pober . . . past-president, professor’s performer . . . got a postulation I may purloin to parley the plausible peril of my precarious position?

Peter Pober: Positively! A presidential posting predicts that the professor’s performer will present portions of prose, plays, and poems producing a performance puissant in portrayal and pulchritude.

On a more serious note, when we take propinquity, meaning: proximity, kinship, similarity, or nearness in time and couple it with propensity, meaning: natural inclination or tendency, these combined concepts are, I submit, a significant factor in producing chaos or community in the classroom. It is our natural inclination to interact first with others whom we perceive as being like us. We observe and listen to see if anyone displays behaviors or mentions topics that reflect a similarity or kinship to our thoughts, interests, or deeds. This observation continues over the course of the semester. Eventually, most students connect with a peer and the exchange of cultural ideas and ideals creates the foundation on which they build community.

So, as the ones responsible for our classroom environment and effectiveness how can we, as educators, go about creating an educational environment that fosters an exchange of ideas and ideals between the jock, orator, band nerd, roper, drama freak, gear head, Goth, gamer, EMO, immigrant, debater, international, cheerleader, frat boy, sorority sister, ESL, and interp student? For, as Durant and Shepherd further state in their article, “The mere coming together of students from different cultures within the geographical, organizational and learning spaces of a university . . . does not necessarily predispose them to communicate across culture.”

In other words we can’t just put students in a classroom, and subsequently in groups within that classroom, and assume that they will forge some type of understanding and connection with each other.

To this end Ellen Johnson writes in, *Cultural Norms Affect Oral Communication in the Classroom* from New Directions for Teaching and Learning, no.70 :

A student also has to know the cultural rules that govern oral communication, such as acceptable amounts of talk, volume of speech, turn-taking processes, and pauses between speakers. Many international students and native English-speaking students from ethnic minorities may have expectations about the role of public speaking that differ from those of their instructors. Additionally, a paramount reason for learning about these cultural differences is to help teachers avoid underestimating students’ intellectual abilities and learning levels in certain types of classroom interactions. Teachers need to understand both of these rules and their students’ perceptions to maximize all students’ contributions.

Therefore, as educators, I believe we must conduct some basic demographic analyses to better know and understand our students and the rules by which they may operate.

In an article from Independent School titled “*Developing Cross-Cultural Awareness and Understanding*,” Theresa Kneebone discusses the fact that a student from an East Asian country, for instance, is likely schooled in the Confucian system of ideals. This places the teacher in the position of high regard, and the student is expected to master the skills and knowledge, provided by the teacher, in order to pass rigorous national exams. In this model, the student is a passive learner.

When a student enters the American educational system she or he is often expected to ask for help, or question the content or the premise of a lesson. Instead, Kneebone notes, the student generally sits silently, because being in a position to appear ignorant would cause the student as well as the teacher to lose face.

Once we have a basic understanding of our student’s cultural backgrounds how do we take this knowledge and create opportunities for students and educators to achieve cross-cultural understanding?

To this end, Ellen Johnson’s previously cited article advises us to consider the following:

Students will likely have problems working with each other in groups. The students who view the teacher as the “master” will likely view information given by fellow students as invaluable.

American classrooms are often governed by explicit and implicit rules. Students from other cultures may not readily grasp the implicit rules thus viewing the classroom to be chaotic and lacking structure.



2010 Presidential Address by Ralph Long

Students from competitive societies can be viewed as stage-hogs as they argue their points therefore causing students from cooperative societies to not participate.

Some students may, for the first time, be experiencing a coeducational classroom. This creates discomfort for the students when they are expected to learn and interact in a group that is heterogeneous in gender.

In this same vein Theresa Kneebone offers these suggestions:

Take a holistic approach to the enrollment of international students. Whether we are admissions officers, administrators, counselors, or instructors we should take the time to look beyond academic and language abilities to determine the attributes and attitudes necessary for success.

We must make certain that all students understand the “non-negotiables” for the school. These include the expressed and written expectations and rules as well as the unwritten and unspoken expectations and rules.

We should also consider what support mechanisms may be needed for students as they face unfamiliar circumstances. For instance how will an exchange student spend time off designated for a holiday that she or he may not celebrate?

Educational institutions should educate their faculty, staff, and administration on cross-cultural and diversity issues by offering workshops and opportunities for international travel.

International travel as professional development . . . crossing the International Dateline using school money . . . as if that is going to happen. Most of us had a hard time getting school funding to cross the county line and get to Houston!

During this sharing of thoughts about how we can define culture, the impact of cultural diversity on the classroom, and how we can address the problems presented in a culturally diverse student population I hope that I have given you some points to ponder.

John Engle writes in, “Culture’s Unacknowledged Iron Grip” published in the *Chronicle of Higher Education*, 53.22:

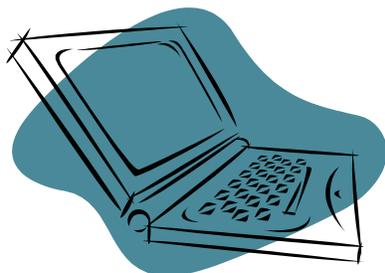
We are not alone, either as individuals or as a nation; people and peoples have come before us and will come after us; all individual moral and intellectual choices are made in social and cultural contexts, and within a continuum of powerful, ever-evolving customs, faiths, and ideas . . . Cultural studies helps us see that knowing the world better is knowing the self better. Coming to understand the cultural weight that each of us carries, and to empathize with the different loads borne by others is finally to enrich and liberate the individual self.

For the remainder of this weekend, as we continue our examination of the convention theme *Cultural Communication: Creating Chaos or Community?*, I ask that we all explore the cultural perspectives of ourselves, of our students, and our TSCA colleagues. In doing so, I hope you liberate your individual selves and embrace the chaos and community that is TSCA!

Have You Looked at the Website Lately?

- Convention 2011 Paper Call
- 2010 Winter Newsletter
- Current TSCJ Calls
- New! Committee Assignments
- 2011 Convention Information
- Membership Directory
- Resources for Teaching!

This and much more can be found online at www.etsca.com!



Do You Have News?

TexaSpeaks, the newsletter of the Texas Speech Communication Association, is always looking for content! If you have information for the newsletter, please send it to:

Amy Tilton Jones
TSCA Newsletter Editor
ajones@delmar.edu



TSCA 2010 Convention Resolutions

Whereas: The Convention began with a fire alarm leading to a slight aura of chaos; and
Whereas: Several convention attendees nearly fell in the water while attempting to feed the fish, making us a big more nervous; and
Whereas: Ralph Long's Presidential Address was loaded with alliteration using "P" words that made the front row long for rain coats and abandon all hope of calm; therefore
Be it resolved that TSCA embrace the chaos that seems to permeate and revel in our community of "interesting" people and situations.

Whereas: The Omni hotel has provided beautiful accommodations for our convention; and
Whereas: The Management and staff has been friendly, efficient, and willing to work hard to meet our needs; and
Whereas: They have provided delicious meals and lovely amenities; therefore
Be it resolved that we congratulate the Omni hotel and their staff on a delightful weekend.

Whereas: Houston has proven to be a city of hospitality to TSCA; and
Whereas: The city of Katy has welcomed us with open arms; and
Whereas: The Local Arrangements Committee with Walter Willis at the helm has provided us with recommendations for dining and entertainment, goody bags, and fabulous door prizes; and
Whereas: Houston coach, Greg McGhee, became the hero of TFA Region 1 and Plainview HS with a generous act on their behalf; therefore
Be it resolved that we give our heartfelt thanks to our colleagues from the Houston area.

Whereas: Norma Coston and Bo Williamson from Custom Awards have generously provided the plaques for Educator of the Year and TSCA Service Awards; and
Whereas: These awards are cherished each year by the recipients; therefore
Be it resolved that TSCA thank Norma and Bo for their continued support of this organization.

Whereas: Former president Lois Davis's daughter, Chasity, is being married this weekend; and
Whereas: Melissa Locke recently married Evan Witt (even though she rarely remembers to use her new last name); and
Whereas: Last Christmas, Virginia Myers married Bill Doorman; therefore
Be it resolved that TSCA send hearty congratulations to the lovebirds.

Whereas: Guy Yates is a "fixture" at the TSCA Convention; and
Whereas: His presence has been clearly missed this year; therefore
Be it resolved that TSCA sends its love and prayers to Guy who is caring for his ill sister, LaQueta.

Whereas: She provided us with a delicious night of comedy to open convention; and
Whereas: There isn't enough cookie dough or American cheese to express how we feel; and
Whereas: MARY not Marisol—hooker heels and all—will forever be a changed woman; and
Whereas: Grandma will now be switching to cat nip; and
Whereas: Richard's face turned as red as his plaid shirt; and
Whereas: Ralph Long's devotion to his Pentecostal faith was put in jeopardy because he laughed so much at the dirty jokes; therefore



TSCA 2010 Convention Resolutions

Be it resolved that TSCA offers a rotund round of applause as a sign of our gratitude to Jen Kober for making us laugh!

Whereas: He has streamlined the TSCA preregistration process; and

Whereas: He has provided a system of convention registration that is speedy and convenient; and

Whereas: He gave us friendly greetings, polite service and even wore a tie; and

Whereas: He was so focused on registering us that he didn't even notice when one of the women in line was blatantly flirting with him; therefore

Be it resolved that TSCA applaud Brent Hinkle for his devotion, tech skills, and general awesomeness!

Whereas: The TSCA body is so firm; and

Whereas: We all went searching for the fitness center; and

Whereas: The posted entrance to said fitness center is on the second floor; and

Whereas: The actual entrance leads you to a flight of metal stairs which leads you back to the first floor; therefore

Be it resolved that we give up on the workout and just become a jiggly TSCA body.

Whereas: The poetic words and talent of Danny Strack led convention attendees to laughter, tears, and dropped jaws; and

Whereas: Tova Charles's crooning rhythmic voice led us to face deep felt truths; and

Whereas: Lacy Roops's incredible comedic timing and awesome focus on the simple yet most important details of life made us take a step back to see the big picture; and

Whereas: Danny's group gave heartfelt thanks to an awestruck audience for being wonderful educators; therefore

Be it resolved that TSCA return the gratitude to Danny Strack and his friends for bringing the beauty of poetry back to life.

Whereas; Garnet F. Coleman has reminded us that communities can't happen without communication; and

Whereas; he has exhibited his philosophy of talking to each other rather than at each other therefore;

be it resolved that we congratulate him on his status as Communicator of the Year.

Whereas; Ann Shofner recently had rotator cuff surgery, Cindy Havron is all banged up from playing with her grandchild and Sammy Green has had painful bouts of carpal tunnel reminding us that some of us are not as young as we used to be and

Whereas; the former president Theresa Lee Galliazzo stated "We're old and tired"; and

Whereas; Former President Jana Riggins also has made a call for newer colleagues to take up the reigns of involvement and leadership; therefore

Be it resolved that the new generation of tscA members be encouraged, challenged, and cajoled to take on new responsibilities in the organization.

Whereas; Mike Jones has strived to handle TSCA business in a fiscally responsible way and

Whereas; he has worked diligently to listen to the voices of the membership and negotiate hotel contracts that meet our needs therefore

be it resolved that we thank Mike and challenge him further with finding a host hotel that

a. provides microphones for fun sized speakers

b. has a bird free smoking zone for heath martin

c. does not have glass elevators that all to peek up dresses of the ladies.

TSCA 2010 Convention Resolutions

Whereas; Peter Pober is a former TSCA president who we are always happy to have return to us and
Whereas; he delighted and entertained us at the professors performance hour ; therefore
be it resolved that we applaud his wit and style.

Whereas; TSCA convention was incredibly smooth this year;
Whereas; that smoothness happened even though we had a room issue the day before the conference;
Whereas; those issues were smoothed beautifully by a four foot tall dynamo (get it the Houston dynamo? No, MLS fans? Not a one? MLS major league soccer... Americans, typical)
we do hereby look forward to Kandi King as our fearless leader. Thank you for all you have done this year.

Whereas; drama is a typical part of TFA meetings
Whereas; Shep is a master of Robert's Rules of Order
Whereas; Martin Kline is always ready to...
Whereas; this has never happened in my memory
we declare a one night TFA meeting a shocking wonderful, freaky-deaky breath of fresh air.

Whereas; TSCA mourns the loss of a number of loved ones

Ainsley Grace Denny
Johnny Riggins
Tommy Strauss
Hunter Jones

And whereas; Jim Barnes was a lifetime TSCA member who always knew when to laugh, was a great friend and educator.

Therefore; be it resolved we celebrate the lives, contributions, and valued relationships of those who have passed away this year and send prayers and warm wishes to their families.

Whereas; TSCA is always looking for new sources of revenue and whereas the convention venue is always freezing, even to those of us experiencing hot flashes. Therefore; be it resolved that TSCA market official convention blankets that are sure to bring in much needed funds to insure fiscal stability.

Upcoming Conventions: Date and Rate Adjustments

At the 2010 convention, we held focus group discussions on the topics of convention dates, costs, and hotel rates. The outcome of those discussions was that shifting our dates from the current Wednesday through Saturday model to a Thursday through Sunday model would increase attendance and allow us to offer more programs, short courses, and other options on Saturday. We were concerned about the number of members staying off-property, increasing the financial obligations of the organization to meet our preset contracted blocks. (We get free use of the meeting, banquet and ballroom space based on the number of guest rooms picked and a preset food and beverage minimum.) Additionally, there was the concern over the hotel rates. I took those concerns to Omni Hotels and they agreed to adjust our convention dates and reduce our room blocks and rates, reducing our pre-existing contract obligations to Omni Hotels by approximately \$40,000 over the next three years.

The dates and rates for the next three years are as follows:

Year	Location	Dates	Room Rates
2011	Omni Mandalay, Irving, Texas	Thurs. Oct. 13 to Sun. Oct. 16.	\$149 flat
2012	Omni San Antonio at the Colonnade	Thurs. Oct. 11 to Sun. Oct. 14	\$119 flat
2013	Omni Bayfront Corpus Christi	Thurs. Oct. 10 to Sun. Oct. 13	\$129 Single

2010-2011 Committee Assignments

BY-LAWS

Ann Shofner '12 (Chair)
Carol Hildebrand '11
Kerry Moore '12
June Smith '13
Amy Tilton Jones '13
Ronda Craig '13

EDUCATOR OF THE YEAR

H-Sammy Green, '11 (Chair)
E.L. (Bo) Williamson '11 (Ext. Res.)
George Pacheco '12
Martha Haun '12
Linda Long '12
Michael Moralez '13
Jamie Uphold '13
Sandra Jones '13
Jason Caldwell '13
Joseph Brown '13

EDUCATOR TRAINING

Holly Reineking '12 (Chair)
Racy Grant '12
Eric Mears '12
Cheryl Miller '12
Seth Phillips '12
Kathy Owens '13
Michael Limas '13

FISCAL REVIEW

M'Liss Hindman '12 (Chair)
Gilbert Casas '11
Wade Hescht '12

FOUR YEAR COLLEGE & UNIV

Debbie Hatton '12 (Chair)
Michelle Davis '12
Jessica Mallard '12
Robin Williamson '12
Mary Trejo '13

NOMINATING COMMITTEE

Robert Shepard (Chair)
Trudy Hanson
Mary Evelyn Collins
Vicki Beard
Janet Melton
Shawn Mena

PUBLIC RELATIONS

Michael Merritte '13 (Co-Chair)
Charles Wise '13 (Co-Chair)
Martha Ann Pierson '11
Israel Boswell '12
Ashley Donahue '12
Lisa Edwards '12
Miranda McDonald '12
Doris Velez '12
Debbie Waddell '12

SPECIAL AWARDS

Jana Riggins '12 (Chair)
Lois Davis '12
Ron Dodson '12
Teresa Lee Galiazzo '12

TWO-YEAR & COMMUNITY COLLEGE

Janene Davison '12 (Chair)
Julie Bonner '12
Stanley Klein '12
Jennifer Millspaugh '12
Leigh-Anne Williams '12
Karen Cunningham '13

Committee Assignments, continued

GOVERNMENTAL AFFAIRS

Lacye Odam '13 (Mercer)(Chair)
 Virginia Myers (ext. res.)
 Sharon Grindstaff '12 (Nunez)
 Doug Trentfield '12 (Berlanga)
 Barbara McCain '13 (Agosto)
 Greg Mayo '12 (Allen)
 Nicole Yeakley '13 (McLeroy)
 Cecil Trent '12 (Leo)
 Mary Green '12 (Bradley)
 Jennifer White '13 (Cargill)
 Linda Alderson '12 (Dunbar)
 Vicki Dillard '13 (Hardy)
 Cheryl Potts '12 (Miller)
 Calista Nwoke '13 (Knight)
 Janet Melton '12 (Lowe)
 Mellessa Denny '12 (Craig)

SPEECH & THEATRE IN

PUBLIC SCHOOLS

Katie Vogel '11 (Chair)
 Katie Booher '12
 Ashley Edwards '12
 Daniel Rosales '12
 Maria Starling '12
 Gay Hollis '13
 Wendy Carr '13
 Kari Spence '13
 Seth Pietsek '13

COMMITTEE TO NOMINATE THE NOMINATING COMMITTEE

Kaye Magill, Chair
 Myrna Bass
 George Tennison
 Melissa Witt
 Barbara Mayo
 Ralph Long

UIL ADVISORY

Terri Robinson, '12 (Chair)
 Jana Riggins (ext. res.)
 CJ Odam '11
 Angie Richard '11
 Nathaniel Council '12
 Martin Klein '12
 Rory McKenzie '12
 Yolanda Silva '12
 Sami Womack '12
 Jennifer Zinn '12

RESOLUTIONS

Kim Falco '12 (Co-Chair)
 Scott Stowers '12 (Co-Chair)
 Marisol LaSelva '11
 Matthew Reichle '11
 Jane Boyd '12
 Patty Brant '12
 Candace Garrard '12
 Shauna Mayes '13

2011 LOCAL ARRANGEMENTS

Ronda Craig, Chair
 Sami Womack, Asst. Chair
 Other members to be added

NOTE: Names with years indicate expiration of term of appointment.
 Names without years indicate single-year appointment only.

TSCJ Call for Papers

Call for Manuscripts

Texas Speech Communication Journal
Volume 36

The *Texas Speech Communication Journal* issues a call for papers that focus on any area of communication research. The journal is open to a variety of methodological perspectives. Teaching Tips submitted for Volume 35 should reflect best practices in teaching communication courses. Manuscripts should be received no later than **March 10, 2011**. TSCJ follows a policy of blind review so no author identification should appear in the body of the manuscript.

Manuscripts should not exceed 25 pages and be written according to the *Publication Manual of the American Psychological Association* (5th edition). The title page should include the author's name, academic position, institutional affiliation, full mailing address, telephone number, email address, brief author bio, and a history of the manuscript (presentation at conferences). An abstract of not more than 150 words should accompany the manuscript. The author should also include keywords for the article. Email submissions are preferred for both manuscripts and teaching tips (either in WordPerfect or Word.). The format for Teaching Tips should include learning objectives, description of preparation needed for the activity, a description of the activity, instructions for debriefing and a list of resources.

Queries and manuscript submissions should be sent via email to:

TSCJ Editor, Shawn T. Wahl
email: shawn.wahl@angelo.edu
Angelo State University
Deadline: March 10, 2011

Call for Manuscripts

Texas Speech Communication Journal Online 2011
Focus: Teaching Business and Professional Communication

Co-Editors for this Special Online Issue:

Shawn Wahl, Angelo State University
Kelly Quintanilla, Texas A&M University - Corpus Christi

The *Texas Speech Communication Journal Online* issues a call for papers that focus on teaching business and professional communication. Special attention should be given to teaching business and professional communication in the age of information and other teaching issues related to the topic.

The *TSCJ Online* is a publication of the Texas Speech Communication Association that focuses on pedagogical issues in teaching communication. This online format allows contributors to include visual images, as well as links that support their research or explicate a teaching strategy.

Manuscript submissions should be limited to 1000 to 1500 words and should fall between academic and journalistic discourse and should be designed to promote discussion, raising important issues about the teaching of communication to the millennial generation.

Deadline: March 10, 2011

Queries and manuscript submissions should be sent via email to:

TSCJ Online Editor
Dr. Shawn Wahl
shawn.wahl@angelo.edu



2011 TSCA Convention Call for Papers**TSCA Conference 2011 Call for Papers and Panels**

Ever since I can remember, I have always looked at the world from a different perspective. After all, when you are always the shortest person and the joke that follows you from place to place is "Stand up, Kandi. . . Oh, you are!", your perspective on the world is different. When I taught, one of my favorite exercises to do when my students and I were reaching to truly understand the concept of perspective and its impact on how our experiences shape our communications was to choose the tallest person in the classroom and have them stand next to me. . .we saw very different things when we looked straight ahead, around us. They could always see the top of my head and I could never see theirs! And they never failed to say, "I never realized how short you are, Ms. King!" Ah, perspective!

Initial forays into researching the notion of perspective led to definitions that included synonyms such as "view", "vista", "attitude", "mindset" and "frame of reference." What I also discovered were some wonderful literary heroes such as TS Eliot and Henry Miller that captured even more the essence of perspective and its effects on how and what we communicate verbally and nonverbally . Noted motivational speaker Barry Maher underscores the essential nature of perspective, "It's never about how big it is. It's about how big it seems." He emphasizes that "perspective is everything." And it is!

The TSCA family has many perspectives - university, community college, high school, middle school, interest groups. . . And within those smaller communities is an even greater diversity, more paradigms. We need to discuss these. We need to understand our own perspectives for only then can we understand each other better. We need to discuss the vistas we see in our own worlds and, through that sharing, enhance our ability to teach the wealth of landscapes that exist in the world of our students.

My heart has been captured by the book and musical, Wicked. Many of you know that . . . Oh, what a different view I have of the wonderful land of Oz by seeing Elphaba through writer Gregory Maguire's imagination. What a different frame of reference! In reflecting on perspective, playwright Richard Sheridan posed this question, "Won't you come into the garden? I would like my roses to see you." I invite you to join Elphaba and me next year in Dallas to meet my roses.

Share your research and ideas.

Interest Group members submit your panels to your Interest Group Chairs

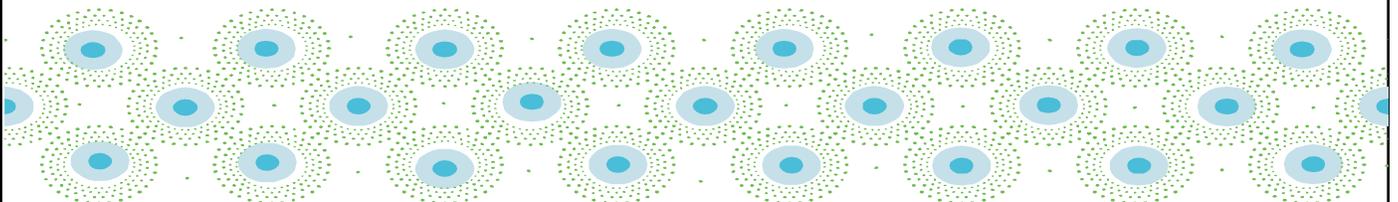
Interest Group Chairs: Send all programs, questions, and information to:

Connie McKee, Vice President

cmckee@wtamu.edu

See panel ideas submitted by Interest Groups on the following pages

Submission Deadline: DECEMBER 15, 2010



2011 Convention Panel Ideas Submitted by Interest Groups

Instructional Development—Middle School

- Speatre: When You Teach a Combination Speech-Theatre Course (presenters: Wendy Gillikin and Sandra Jones)
- Bullying or Bragging: A Matter of Perspective in a Cyber-World (presenter: Jamie Uphold)
- A New Perspective: Teaching Speech Across the Curriculum (presenter: George Tennison)
- The Perspective of Being Happy in the World of Grumpy (presenter: Jamie Uphold)
- Not Knowing What You Don't Know: A Starting Point for Middle School Forensics (presenters: Kyle Morris and Michael Limas)
- Middle School Forensics: The High School Perspective (presenters: Alief ISD middle and high school teachers)
- Cutting Cards Out of Context: The Pitfalls of Relying on Camp Evidence (presenter: Kyle Morris)

Instructional Development-Colleges and Universities

A) *The Origins of Perspective: Paradigms and Perception*

Program Chair: Karl Payton, LeTourneau University

Program Coordinator: TBD

Presenter: Jim Towns, Stephen F. Austin State University

B) *Perspectives on Online Communication Courses: a Round Table Discussion*

Program Chair: Mike Jones, Del Mar College

Program Coordinator: Janene Davison, Galveston College

Presenters: Mike Jones, Del Mar College
Lakeysha Y. Jones, Lamar University
Martha Haun, Houston College

This program will continue the dialogue about online speech communication courses from TSCA 2010.

C) *Closing the Gaps Between High School and College Teaching*

Co-sponsored with the Rhetoric and Communication Theory Interest Group

Program Chair: TBD

Program Coordinator: TBD

Presenters: TBD

D) *GIFTS – Great Ideas for Teaching Speech – for College and University*

Program Chair: TBD

Program Coordinator: TBD

Presenters: TBD

E) *Perspectives on Dual Enrollment: Advantages and Disadvantages*

Program Chair: LouAnne Seaborn (sp?)

Program Coordinator: TBD

Presenters: June Smith
Natalie Bryant
Others TBD

F) *Perspectives on Alignment: High School and College Curricula*

Program Chair: Karen Cunningham

Program Coordinator: TBD

Presenters: Andrea Mancillas
Karen Cunningham
Others TBD

G) *Classroom Exercises for Teaching Organizational Communication*

Co-sponsored with the Interpersonal/Org Comm Interest Group

Program Chair: TBD

Program Coordinator: TBD

Presenters: TBD

H) *Perspectives on Scholarship: Tips for Aspiring Textbook Authors*

Program Chair: Barbara Mayo

Program Coordinator: TBD

Perspectives on Freedom of Speech: A Discussion of our 1st Amendment Rights

Co-sponsored with the Mass Comm Interest Group

Program Chair: Debbi Hatton, Sam Houston State University

Program Coordinator: TBD

Presenters: TBD

(Note: One member suggested inviting a sitting judge or other authority on constitutional law to serve as one of the presenters for this program.)

J) Perspectives on Presentation: Technologies for Development of Visual Aids

Program Chair: Andrea Mancillas

Program Coordinator: TBD

Presenters: TBD

Interpersonal/ Organizational

A) Perspective: Cultural Void-Encouraging Minority Students to Pursue Higher Education

Program Chair: Natalie Bryant, nbbryant@southplainscollege.edu

Other Presenters: Sarah Contreras, June Smith, Jan Lester, Eboni Davis, Raymond Puchot

B) Family Subcultures: New Perspectives on the "Modern Family"

Program Chair: Sarah Contreras, scontrer@delmar.edu

Other Presenters: Sonya Hopkins and Michelle Meyer

C) Closing the Gaps: Aligning Comm Apps, TEKS, and the college hybrid course curriculum

Program Chair: Mike Jones, mjones@delmar.edu

Other Presenters: Lou Ann Seabourn, Karen Cunningham, Andrea Mancillas

D) Personality Inventories: Pros, Cons, and Evaluations

Program Chair: Charles Wise, cwise@austin.rr.com

Other Presenters: Sarah Contreras, Laura Day, June Smith

E) Cultural Perspective on Interpersonal Communication

Program Chair: Patrick Mercier

Other Presenters: Sarah Contreras, Cathy O'Bryan, Eboni Davis

Oral Interpretation

A) Characterizations in Oral Interpretation

Program Chair: Doris Velez

Program Coordinator: Yolanda Silva

Presenters: Doris Velez, M'Liss Hindman, Myrna Bass

B) Performing Identities

Program Chair: Sammy Green, Spring HS

Program Coordinator: Sammy Green, Spring HS

Presenters: Christopher Collins and Jake Simmons

C) Analysis of an Excellent Performance

Program Chair: Karen Wilbanks, Plano Sr.

Program Coordinator: Patrick Mercier, Cy SOMETHING HS

Presenters: M'Liss Hindman (TJC), Karen Wilbanks (Plano Sr)

D) Textual Analysis

Program Chair: Jana Riggins, University Interscholastic League

Program Coordinator: Lois Davis, Brazosport HS

Presenters: Robert Shepherd, Carrolton Creekview HS
Jana Riggins, UIL

E) Mentoring in Oral Interp (Roundtable Q and A)

Program Chair: Shawn Duthie, Holliday HS

Program Coordinator: Ross DeLeon, Somerset HS

Presenters: Shawn Duthie, Holliday HS
Aimee Kasprzyk, Rice HS
Ronda Craig, Hallsville HS
Janet Melton, Lampasas HS

F) Formula for Success in Dramatic Interpretation

Program Chair: Robert Shepherd, Carrolton Creekview HS

Program Coordinator: Eboni Davis, Desoto HS

Presenters: Robert Shepherd, Carrolton Creekview HS

K) Technological Issues in Oral Interpretation

Program Chair: Ann Shofner, Amarillo Tascosa HS
Program Coordinator: Kyle Peterson, EPISD
Presenters: Sami Womack, Lindsay HS
Doug Trenfield, Los Fresnos HS

L) The Journey of Oral Interpretation-From Storytelling to Prose

Program Chair: Aimee Kasprzyk, Rice HS
Program Coordinator: Kathryn Sawyer, Allen ISD
Presenters: Aimee Kasprzyk, Rice HS
Ronda Craig, Hallsville HS

M) Language in Literature: What the BLEEP do we do!!!

Program Chair: Kendra Willeby, Foster HS
Program Coordinator: Kendra Willeby, Foster HS
Presenters: Kendra Willeby, Foster HS
Robert Powell,
Charlotte Brown, Gregory-Portland HS
Jana Riggins, UIL
Barbara Ixba, Lake Travis HS
Jake Simmons
Jason Lewis, Conroe HS

N) Training the Oral Interpretation Judge

Program Chair: Katrese Skinner, El Campo HS
Program Coordinator: Mary Daigle, Taylor HS
Presenters: Katrese Skinner, El Campo HS
Patti Weinbrenner, Plano HS
Janet Melton, Lampasas HS

O) How to Build an Interp Library

Program Chair: Sami Womack, Lindsay HS
Program Coordinator: Lillian Ogunbanjo, Alief-Hastings HS
Presenters: Charlotte Brown, Gregory Portland HS
Ann Shofner, Amarillo Tascosa HS
Aimee Kasprzyk, Rice HS
Sami Womack, Lindsay HS

Submit Panel Ideas to Your Interest Group Chair by December 15, 2010!



Find us on the Internet!
www.etsca.com

Thank you Houston
and the Local
Arrangements
Committee for a
great 2010 TSCA
Convention!!



TSCA is the largest Speech Communication organization in the United States! It consists of educators from middle school through University level in the fields of Speech and Theater, Administrators from all levels, and Professionals from corporate America. The Texas Communication Association has a member base of approximately 700 members and growing!

Amy Tilton Jones
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