

TexaSpeaks

FROM TSCA PRESIDENT ANN SHOFNER

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PROPOSAL SUBMISSION FORM AND INSTRUCTIONS IN-SERT

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SPECIAL POINTS OF INTEREST:

- 2004 Convention Highlights
- Paper submission instructions for the 2005 Convention
- 2004 Convention speech from past President Russell Lowery-Hart
- And much more!

In writing my column for the newsletter, I was trying to come up with a philosophical or academic based topic. However, in the process of preparing for Christmas and for semester exams, I realized there were other things that I wanted to say to the membership of TSCA. There will be plenty of time for higher level discussions but for now, here is what I wish for each of you as we begin the new year:

1. Keep in mind that we are each professionals and that the things we do and say will reflect on the individual as well as the organization and the discipline.
2. In our profession, there are always new teachers and new professors. Extend a helping hand to them. Remember that someone probably helped you when

you began.

3. Be accountable! Keep in mind that our students and our peers depend on us and look to us for examples.
4. Remember that the decisions that you make affect others and not just you as an individual. Whether serving as an officer of a professional organization or department head, coaching a team or teaching a basic speech class, you do affect others. Make the right decisions so that others will know that you acted in the best interest of all involved and not just you and those you favor.
5. Say something or do something kind for some-

one on a regular basis. It will be as helpful for you as it is for them.

6. May you be blessed with good health and happiness.
7. May you be able to touch someone's life in a positive way, and may your life be touched in the process.

Happy New Year!



“Don’t brood on what’s past, but never forget it either”

—Thomas H. Raddall

2004-2005 DISTRICT CHAIRS

District 1

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*District Chairs continued on
next page*

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2004-2005 INTEREST GROUP CHAIRS

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*Interest Group Chairs con-
tinued on page 4*

“He who never
made a mistake
never made a
discovery”
—Samuel
Smiles



2004-2005 INTEREST GROUP CHAIRS (CONTINUED)

Oral Interpretation/ Performance Studies

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TACA

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**“Character is
much easier
kept than
recovered.”
—Thomas
Paine**

ASK NOT WHAT TSCA CAN DO FOR YOU, BUT WHAT YOU CAN DO FOR TSCA!

This newsletter, from my perspective, is all about getting YOU involved in TSCA! The more involved you get, the happier you will be!!! I have asked Amy to publish several ways to assist you in contacting individuals to help you do just that—get involved. It has been my experience through TSCA that the more I

do, the more I learn and the more people I meet through personal networking. Committee members, make TSCA more accountable through your individual committee charges. District chairs, contact every speech and theatre instructor in your district on all levels to let them know what TSCA has to offer and

how they can personally get involved. Interest Group chairs, make those proposed programs a reality for the 2005 Convention at Moody Gardens. Membership, contact these accountable individuals in all areas and ask what you can do to get on the 2005 program. Remember—our goal is to get more than

three presenters on every program submitted for 2005. Please note the enclosed procedures for submitting programs through the Interest Group chairs, and don't forget the March 1, 2005 deadline. Just do it and get involved today! Happy New Year!
Natalie Bryant

TSCA CONFERENCE 2005 CALL FOR PAPERS AND PANELS

Multifaceted ACCOUNTABILITY: Helping Administrators, Teachers, Parents, and Students Make Personal Accountability a Core Value

The Moody Gardens
Galveston, TX
October 5-8, 2005

In April 1983, the National Commission on Excellence in Education released the report *A Nation at Risk*. The most famous line of the widely publicized report confirmed “the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a People” (U.S. Department of Education, 1983). Even though the report had limitations, it had a strong impact on American education. Most notably, the report led to comprehensive school reform efforts, was the impetus for the academic-standards movement, drew attention to the importance of education policy, and led to a focus on school accountability (Weiss, 2003).

Accountability—the idea of holding universities, colleges, schools, districts, administrators, educators, parents, and students responsible for results—has become the watchword in education. The “new” accountability, enshrined in federal law since the mid-1990’s and a major emphasis of the *No Child Left Behind Act of 2001*, has focused on student performance, public reporting of achievement results, and consequences for schools attached to performance (Fuhrman, 1999). In practice, the push for accountability has encountered some problems. In fact two decades later, according to the Koret Task Force, a group organized by the Hoover Institution and Stanford University to study the status of education reform, there has been “uneven” implementation and only minor gains in academic achievement during this time. *A Nation at Risk* did a good job of pointing out the problems in American schools, but was not able to identify the fundamental reasons for the problems (Peterson, 2003).

Finally, to assume that high test scores on school subjects predict such desirable personal and social attributes as civility, decency, civicness, honesty, dependability, compassion, creativity, and even good work habits is foolishness. Apathy and the “it’s all about ME” mindset run rampant across all levels, from administration down through the students. Those that believe academic learning is the sole purpose of schooling should be aware that even students who do well on tests commonly fail to connect what they appear to have mastered to their lived experiences.

We have many challenges facing us today in education regarding **ACCOUNTABILITY**, and it will take a combined effort of administrators, teachers, parents, and students working together to support active learning both in subject matter and character. Therefore, our conference challenges its’ members to find ways we can make accountability a core value by creating programs that:

- Challenge administrators to plan the design and development of an educational system aligned with the nation’s expectations using the knowledge of the 21st Century realities;
- Encourage teachers to set higher standards and expectations for their students, and incorporate teaching strategies that challenge the minds of their clients as opposed to teaching to a “Test”.
- Promote parent involvement in all aspects of their child’s learning so that true learning and admirable character traits can be emphasized and reinforced at home; and
- Motivate students to embrace their education by taking responsibility for their intellectual, social, and emotional growth and to overcome selfishness by participating in giving back to society.

Send all program information to Vice President Natalie Bryant, nbryant@southplainscollege.edu and submit panels online at: <http://www.etsca.com>

Deadline: March 1, 2005

2005 INTEREST GROUP PROGRAM IDEAS

If you are interested in contributing to any of the programs listed, please contact the designated person.

Instructional Development –Colleges/ Universities–Chair: Stephanie Stanley-Allan

- “Encouraging Students to be Accountable” round table—Catherine Gragg: Catherine.gragg@sjcd.edu
- “Accountability in Curriculum—Field of Study”—Ralph Long: rlong@ccccd.edu
- Accountability in Teaching Crisis Communication—Martha Haun: mhaun@uh.edu
- “Associates in Education”—Sarah Contreras: scontreras@delmar.edu
- “Accountability Debate”—Charles Wise: cjmrtn@thrifty.net
- “Students Report on Accountability”—Charles Wise: cjmrtn@thrifty.net
- “Community Colleges Helping Educators Going into High School with Certification Only”—Stephanie Stanley-Allen: sstanley@southplainscollege.edu
- “Teaching to Students of Generational Poverty”—Marla Chisholm: mchisholm@delmar.edu
- “Short Course-How to Teach Interpersonal, Small Group, etc.”—Stephanie Stanley-Allen: sstanley@southplainscollege.edu

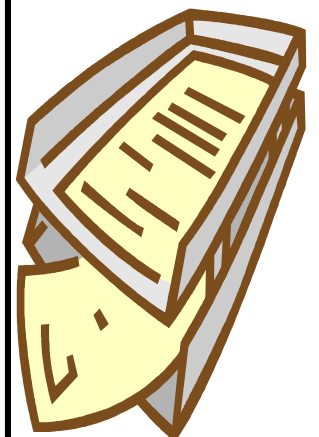
Rhetoric and Communication Theory—Chair: Mary Evelyn Collins

- “From Marfa to McAllen: Addressing the Individualism/ Collectivism Construct in an Effort to Increase Student Retention”—Barbara Mayo: barbmayo@stcc.cc.tx.us
- “Competitive Undergraduate Research in Rhetoric/ Communication Theory”—Trudy Hanson: thanson@mail.wtamu.edu
- “Competitive Graduate Research in Rhetoric/ Communication Theory”—June Smith: june.smith@angelo.edu
- “Round Table on Parental Involvement and Collectivist Culture”—Barbara Mayo: barbmayo@stcc.cc.tx.us
- “Accountability in the 2004 Presidential Election”—Linda Alderson: lalderson@bolingisd.net
- “How to Get Published”—Trudy Hanson: thanson@mail.wtamu.edu
- “Communication and Conflict: Stages in a Collective Bargaining Conflict”—Charles Wise: cjmrtn@thrifty.net

Interest Group Program ideas continue on the next page



**“When you don’t
know what you
are talking
about, it is hard
to know when
you are finished”
—Tommy
Smothers**



2005 INTEREST GROUP PROGRAM IDEAS (CONTINUED)

If you are interested in contributing to any of the programs listed, please contact the designated person.

TACA—Chair: June Smith

- “SACS Alignment”—Glynis Strause: gstraus@coastalbend.edu
- “Advocating for Curriculum”—Debbie Hatton: scm_dah@shsu.edu
- “Budgeting/ Fundraising”—June Smith: june.smith@angelo.edu
- “State Accountability”—Mary Evelyn Collins: scm_mec@shsu.edu

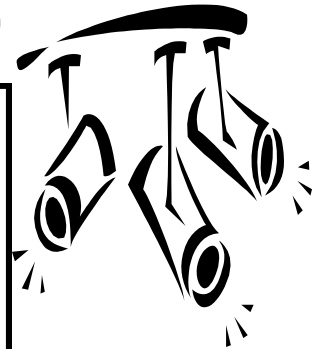
Theatre—Chair: Joseph Brown

- “Discussion with UIL OAP State Director”—Joseph Brown: joseph.brown@harlandale.net
- “UIL Adjudicator/ Director Relationship”—Gilbert Casas: gilbert.casas@harlandale.net
- “Blending Interest Between Speech, Interp, and Drama”—Ron Dodson: rondodsonoap@e-mail.com
- “Selecting and Cutting a Script”—Krin Perry: krinbrooksp@aol.com
- “Middle School Competitions in Speech and Theatre”—Joe Trevino: jtrevino1@bishopcisd.esc2.net
- “De-speechifying Interp Students who Audition for the Stage”—Alison Frost: afrost@theactorstudio.com
- “Theatre Performance Session with Studio One from Angelo State University”—Joseph Brown/ June Smith: addresses listed above

Mass Communications—Chair: Carolyn Kieswetter

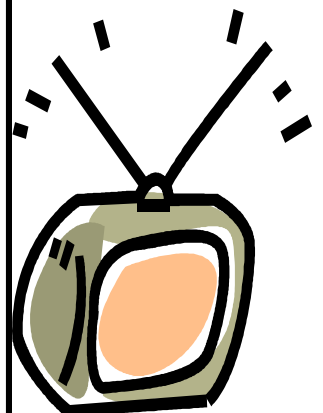
- “Live or Tivo: Analyses of Media and Film”—Barbara Mayo: barbmayo@stcc.cc.tx.us
- “Media Literacy for Dummies”—Carolyn Kieswetter: mariekey@aol.com
- “Pop Culture: Talk the Talk”—Sharon Grindstaff: pod5001@aol.com
- “Bullying: Rhetoric vs. Accountability”—Carolyn Kieswetter: address listed above
- Telemundo vs. TV—Perception”—Raymond Puchot: rpuchot@bristol.mass.edu
- “Paradox of Abstinence Based Programs vs. Media Messages”—Deanna Watkins: Deanna.watkins@saisd.org

Interest Group Program ideas continue on the next page



**“We give advice
by the bucket
but take it by
the grain”**

—William Alger



2005 INTEREST GROUP PROGRAM IDEAS (CONTINUED)

If you are interested in contributing to any of the programs listed, please contact the designated person.

Texas Forensic Association—Chair: Dixie Waldo

- “The ABC’s of NLD”—Sally Squibbs@lisd.net
- “Teaching High School 101: Transitioning from the Classroom to College”—Dixie Waldo: waldod@cisdmil.com
- “What’s my Paradigm?”—Brian Lane: blain@unt.edu
- “Eat Forever: Teaching Students How to Cut Their OWN Scripts—Karen Wilbanks: kwilban@pisd.edu

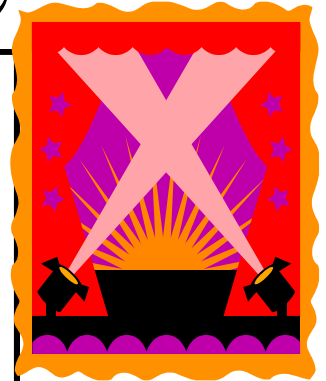
Argumentation and Debate—Chair: Amiee Parsons

- “Legal Issues in Forensics”—Marissa Elliott: Marissa-Elliott@houston.rr.com
- “Advanced CX Debate”—Amiee Parsons: aparsons@csisd.org
- “Topic Discussion on 2005-2006 Topic”—Amiee Parsons: address listed above
- “Advanced LD Debate”—Steffany Oravetz: steffany.oravetz@gcisid.net
- “Open Forum: Round Table on Debate Issues”—Sean Tiffée: tiffese@hayscisid.org
- “Debate for First Year Coaches”—Katrese Skinner: kskinner@ecisid.org
- “Computers: How to get ‘em, How to use ‘em”—Wayne Paulus: wayne_paulus@gjisd.org

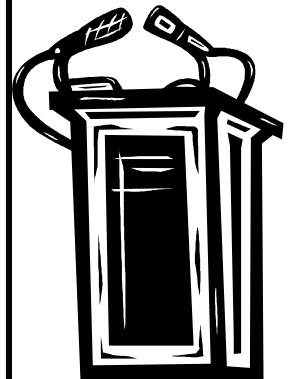
Oral Interpretation and Performance Studies—Chair: Lois Davis

- “Accountability/ Documentation for TFA, UIL and NFL Events”—Connie McKee: cmckee@mail.wtamu.edu
- “Accountability/ Performance of Sensitive Literature”—Katrese Skinner: kskinner@ecisid.net and Ron Dodson: rondodsonoap@e-mail.com
- “How to get an Oral Interp Performance Group Started” (with performances from Angelo State University)—Denise Elmers: denise.elmer@angelo.edu
- “Presentation and Style: Using a Manuscript” and “How to Train the Judge for High School and College Rules”—J.E. Master: MASTERJ@hpsid.org, Pamela Ballow: pballow@pisd.edu, and Bruce Garner
- “Oral Interp Across the Curriculum”—Melanie Barnhart: jbarn@airmail.net, and Katrese Skinner: kskinner@ecisid.net

Interest Group Program ideas continue on the next page



“The only real
voyage of
discovery
consists not in
seeking new
landscapes but
in having new
eyes”
—Marcel Proust



2005 INTEREST GROUP PROGRAM IDEAS (CONTINUED)

If you are interested in contributing to any of the programs listed, please contact the designated person.

Oral Interpretation and Performance Studies—Chair: Lois Davis (continued)

- “Transitioning fro High School to College” and “Slam Poetry: How to Get it Started and How to Perform it” and “Building a Library of Useful Material for Performance”—Deanna Watkins: Deanna.watkins@saisd.org
- Suggestions for Meet the Author:
 - Taylor Mali (Slam Poet)
 - Jimmy Santiago Baco or Rudolfo Anaya—Enrique Archuelta: earchulr@episd.org
- Suggestions for Professor’s Reading Hour:
 - Texas Southern Debate Team (performers)—Michael Merritt: Michael_Merritte@gisd.org
 - Roy Ambrester—Lou Ann Seabourn: seabourn-la@actx.edu

Interpersonal and Small Group—Chair: Martha Haun

- “Competitive Papers in Interpersonal Communication”—June Smith: june.smith@angelo.edu
- “Effects of Technology on Interpersonal Communication”—Glynis Strause: ghstraus@coastalbend.edu
- “Accountability and Ethics”—Desiree Simons: des4mw@aol.com
- “GIFTS Idea Exchange”—Lesley Ingham: Lesley.ingham@amaisd.org, Jamie Walters: jlw8430@dcccsd.edu, and Stephen Furlich
- “From Accountability to Reality: The Journey from Theory to Application”—Jim Towns: jtowns@sfasu.edu
- “Perspectives on Family Communication” and “Teaching Ethics Responsibly”—Martha Haun: mhaun@uh.edu
- “Historical Perspectives”—Kalen Malone
- “Marital Typologies and Marital Satisfaction”—Robin Williamson: robinw@stthom.edu
- Interview with Kenneth Burke: The Relevance of Rhetoric in Framing Interaction Internally and Externally”—RAmbrester@aol.com

Interest Group Program ideas continue on the next page



“Constantly
talking isn’t
necessarily
communicating”

—Jim Carrey



2005 INTEREST GROUP PROGRAM IDEAS (CONTINUED)

If you are interested in contributing to any of the programs listed, please contact the designated person.

Instructional Development/ K-12—Chair: Melissa Locke

- “Mock Trial in the Classroom”—Julie Huntley: jhuntley@lubbockisd.org
- “Student Congress in the Classroom”—Janet Melton: melton@lampasas.k12.tx.us
- “Swap Shop”—Patty Brant: brantp@aisd.org
- “Reinforcing TEKS from Speech Across the Board”—Tara Lowery-Hart: tarahart@amaisd.org
- “FISH Philosophy in the Classroom”—Cindy Reisenberg: cindymr@direcway.com
- “The Learning Village”—Raymond Puchot: rpuchot@bristol.mass.edu
- “Teaching Diverse Population”—Jim Barnes: jbarnes@elp.rr.com
- “Logistics: Why Reinvent the Wheel?”—Janice Cordray: jcordra@pisd.edu
- “Technology in the Classroom”—Jan Seiter: jan.seiter@pflugervilleisd

TIFA/ TCCSTA—Chair: M'Liss Hindman

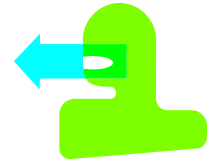
Contact M'Liss Hindman at mhin@tjc.edu

2004 Presidential Address Notes

Russell Lowery-Hart

After announcing the convention theme for our gathering this year, “Service-Learning and Communication: Engaging students, engaging community, engaging education” the reactions were.....interesting..... Allow me to share some of the most “supportive” responses offered to me via e-mail or personal conversation:

- “What the flying flip are you talking about?”
- “I hate it when college types push something on *real* teachers.”
- “How could volunteering help my students on the TAKS?”
- “No one is going to understand this, or even care.”
- My personal favorite: “You need to realize that we are not in the business of ‘engaging’ students, we are in the business of ‘educating’ them.”



“The greatest
dreams are
always
unrealistic”

—Will Smith



AWARDS DEADLINES



Outstanding Educator nominations are due to the Outstanding Educator Committee by

MAY 1, 2005

Outstanding Service Award nominations are due to the Special Awards Committee by

May 1, 2005

ELECTION RESULTS

Vice President-

Elect:

Joe Trevino

Archivist-Elect:

Jana Riggins

A NOTE FROM THE NEWSLETTER EDITOR

TSCA Members-

I would like to thank each of you for your support as I transition into my new role as TSCA Newsletter Editor. Many of you have given me ideas and encouragement—thank you! Thanks to past Newsletter Editor M'Liss Hindman for her guidance and encouragement. Also, without the support and backing of my department chair, colleagues and wonderful husband (District 2 chair, Mike Jones!), this endeavor would be close to impossible. Thanks to the officers who have submitted most of the information in this newsletter, without them the newsletter would be a lot shorter and a lot less useful.

I would like to add to Natalie Bryant's message on page 4 by saying that this newsletter will be as helpful as you want it to be. So please e-mail, fax, overnight, and communicate your ideas to me so I may pass them along to the membership of TSCA.

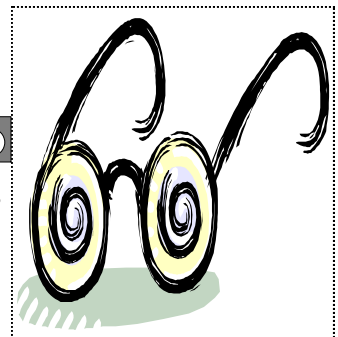
Happy New Year! See you in Galveston!

Amy Tilton Jones
TSCA Newsletter Editor
ajones@delmar.edu

"No one has completed his education who has not learned to live with an insoluble problem"
—Edmund J. Kiefer

ARE YOU SEEING DOUBLE?!?!

This month you will receive the TSCA newsletter by e-mail and at your mailing address. Yes, this is intentional. We are "phasing out" the newsletter mailings, and beginning Summer 2005 will only e-mail the newsletter to members. The newsletter will also be available on the website, www.etsca.com. If you prefer to receive a paper copy of the newsletter in the future please contact Newsletter Editor, Amy Tilton Jones: ajones@delmar.edu.



The Texas Speech Communication Journal
Call for Manuscripts

Drawing on John Tagg's emphasis on learner-centered instruction, the Texas Speech Communication Journal issues a call for manuscripts for a special issue devoted to the scholarship of teaching and learning in the discipline of communication. Tagg (2003) differentiates the Learning Paradigm from the (Instructional Paradigm, emphasizing that "at the core of the Learning Paradigm is a model of the teaching-learning process that focuses on the learner learning" (p. 31). Manuscripts should be received no later than March 1, 2005. We welcome manuscripts that address the scholarship of teaching and learning from a variety of perspectives: rhetorical, research based, narrative, and experiential. Manuscripts about classroom assessment projects, innovative course evaluations, and the use of student portfolios are particularly appropriate. Manuscripts not devoted to the topic of the scholarship of teaching and learning will be considered for the communication research section of the issue as space allows. 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, e-mail 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. E-mail submissions are preferred for both manuscripts and teaching tips (either in WordPerfect or Word.) This issue will also feature a section on teaching tips that focus on learner centered activities and innovative approaches to measuring student learning in the communication classroom. 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. Book reviews for this issue will focus on the scholarship of teaching and learning. If you are interested in writing a book review, contact TSCJ Editor Trudy L. Hanson. Queries and manuscript submissions should be sent to:

TSCJ Editor Trudy L. Hanson

E-mail: thanson@mail.wtamu.edu

WTAMU Box 60747

Phone: (806) 651-2800

Art, Communication, and Theatre Department

West Texas A&M University

Canyon, Texas 79016

Three Calls for Student Papers

Papers should fit in one of the following categories, and be submitted to the person noted by February 20, 2005:

1. Undergraduate student papers in Rhetoric or Communication Theory (\$100 cash prize for the best paper)

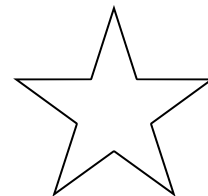
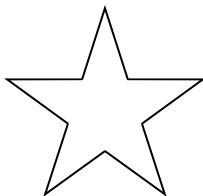
Dr. Trudy Hanson
thanson@mail.wtamu.edu
WTAMU Box 60747
Art, Communication, and Theatre Department
West Texas A&M University
Canyon, Texas 79016

2. Graduate student papers in Rhetoric or Communication Theory (\$100 cash prize for the best paper)

Dr. June H. Smith
June.smith@angelo.edu
ASU Box 10895
Department of Communication, Drama, and Journalism
Angelo State University
San Angelo, TX 76909

3. Competitive student papers in Interpersonal or Organizational Communication (\$100 cash prize for the best paper) Please note that both graduate and undergraduate papers will be accepted in this category.

Dr. June H. Smith
Information the same as listed above



2004-2005 TSCA Executive Officers



The UNT Third Annual Communication Studies Student Conference is Saturday, March 5, 2005.

For submissions or information contact:

Dr. Brian Richardson
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PO Box 305268
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