

Carolinas Communication Association Annual Conference

Friday, October 1st - Saturday October 2nd, 2010

Conway, South Carolina + Coastal Carolina University

Edwards College of Arts and Humanities

Friday, October 2nd

Conference Registration 7:30- 3:30

Edwards Front Lobby

Panel Presentations 8:30-3:30

Edwards 1st and 2nd floors

Refreshments: Edwards 164

Session 1

8:30-9:45

Panel A

Edwards 167

Community Outreach: Critical Media Literacy Education for Systematically Disadvantaged Girls

Micah Blaise Carpenter, College of Charleston

Leigh Moscovitz, College of Charleston,

This presentation will report upon the curriculum development and the participants' semester-long cultural production through the development of "zines," a form of self-produced, resistant media that "provide a space, a means, and a process for the voices of girls and women to enter the public world" (Piepmeier, 2009). This study will report on the efficacy of this initiative through the analysis of in-depth qualitative interviews conducted with participants at both the beginning and end of the program. The analysis of interviews pre- and post-initiative reveal how critical media literacy programs can impact participants' self-images, critical thinking skills, attitudes and belief systems, and methods of interpreting the mass media. We hope these results can be used to further develop such initiatives for underserved populations and for elementary schools across the region.

Panel B
Edwards 104

“Narrative of Stigmatized Illness”

Chair: Sherri Fairbairn, University of North Carolina Charlotte

Reflecting the conference theme of communication in academia, in the classroom, and in the community, this panel will feature four upcoming communication scholars discussing their work in health narrative. Eddie Terrell will be discussing his use of a performance narrative to provide meaning to the struggle of coping with a loved one diagnosed with HIV. Melissa Jackson will speak on how a photo-ethnographic approach to narratives about bulimia creates meaning and understanding for both one’s health and the health of others. Regina Young will share her experience of how theory and narrative came together to help her find her voice during an episode of major depression. Marcus Owens will speak about his narrative on a “bio-spiritual-psycho-social” model—and will explore the relationship between spirituality and “Alcoholic Identity,” in terms of how spirituality promotes sober living. This panel explores, through creative analytical and discursive practices, the bio-spiritual-psycho-social struggles of coping with a stigmatized illness, illustrating what narrative offers to us in the understanding of illness and healthcare practices.

Marcus Owens, University of North Carolina Charlotte
Melissa Jackson, University of North Carolina Charlotte
Regina Young, University of North Carolina Charlotte
Eddie Terrell, University of North Carolina Charlotte

Session 2
10:00-11:15

Panel A
Edwards 165

The New Politics of Political Communication: More than Just the Candidate

Chair: Terry Cole, Appalachian State University

Some members of CCA thrive on the study of political communication; others avoid it when possible. Whichever category you fit, this panel has something for everyone. The panelists examine elements of politics that are often considered peripheral to the campaign, but that influence communication and image in the political arena. We analyze the political communication “rules” that govern the use of children and pets in

the political process, the way spouses respond when politicians are caught in a scandal, and the way perception is created through the construction of the notion of "foreignness."

Jean DeHart, Appalachian State University.

Marna R. Weston, University of Florida.

Kellie W. Roberts, University of Florida.

Lynn D. Gregory, Appalachian State University.

Panel B

Edwards 167

The Instruction of Illness: Ritualistic and Narrative Social Construction of Disease, Disability and Death for Children and Young Adults in Educational Settings.

Chair: Christine S. Davis, University of North Carolina at Charlotte

Sherri Fairbairn, University of North Carolina at Charlotte

Rachel Saunders, University of North Carolina at Charlotte

Carrie Vass, University of North Carolina at Charlotte

Adelle Fournier, University of North Carolina at Charlotte

Respondent: Jillian A Tullis, University of North Carolina at Charlotte

Panel C

10-11

Edwards 104

The Politics of Support, Service, and Community: Health Communication Research at Coastal Carolina University

Christina Anderson, Coastal Carolina University

Deborah Cunningham Breede, Coastal Carolina University

Amy Edmunds, Coastal Carolina University

This panel provides an overview of health communication research ongoing or anticipated here in the Grand Strand area. From examining social support systems among young stroke survivors, to developing effective behavior change interventions that improve oral health, to drafting and enacting victims' services provisions in South Carolina human trafficking legislation, health communication scholars at Coastal Carolina University are actively engaged in advocating for better, more efficient, and more humane health communication systems in the coastal Carolina region.

Session 3

11:30-12:45

Panel A

Edwards 242

Chair: Jason Munsell

G.I.F.T.S.

Medieval Rhetoric and the Petition Assignment

Richard K. Olsen, University of North Carolina Wilmington
Jeanne M. Pursuit, University of North Carolina Wilmington

In this assignment, students learn to craft a petition in the style of medieval letter writing that requests the instructor to allow them one page of notes to be allowed as an aid during the midterm exam.

Students initially consider the style of the language (“does this need to be in medieval English?”) but then realize through discussion that the substance of the petition must be much more textured and complex than it seemed at first blush. The students discover arguments that truly persuade the instructor of the value of a page of notes to be brought to the midterm, instead of relying on superficial arguments built only on self-interest.

The assignment culminates in the presentation of the petition to the instructor. Although students’ petitions are often entertaining and witty, it is the formation of the arguments and the organization of evidence that truly connects this medieval rhetorical form of rhetoric to a real and present exigence for the students.

G.I.F.T.S.

Virtual and “Real” Identity(ies): Facebook and the Politics of Identity

Jason B. Munsell, Columbia College

G.I.F.T.S.

Maslow’s Hierarchy of Needs and “Door – to – Door” Small Plastic Dinosaur Salespeople

Mark Glantz, Coker College

Numerous public speaking textbooks use Maslow's hierarchy of needs as a way to explain how persuasive speakers should appeal to the basic human needs of their audience (Beebe & Beebe, 2008; Sellnow, 2004). The teaching exercise described here encourages students to creatively apply Maslow's theory in a hypothetical (and humorous) door-to-door salesperson situation.

G.I.F.T.S.

"Communication Activism Pedagogy and the Basic Course."

Kimberly M. Cuny, University of North Carolina Greensborough

Hemalatha R. Yarragunta, University of North Carolina Greensborough

Description: Curricular and extracurricular activities that subscribe to the principles of communication activism pedagogy offer new social justice opportunities for collaborating with our off-campus community members. One such partnership will be shared during this session as a means of encouraging dialogue and sparking interest in this pedagogy throughout the Carolinas.

Session Objectives:

1. Provide a learning centered way of discovering, understanding and applying important speech/communication principles and practices in the classroom.
2. Open a dialogue about this successful classroom activity.
3. Enhance discussion about teaching.

Panel B

Edwards 241

Chair: Charmaine Wilson

G.I.F.T.S. "Mix and mingle."

This exercise is to encourage students to reflect on the application of course material and practice impromptu speaking

Jessica Delk McCall, University of North Carolina Greensborough

G.I.F.T.S. "The Group Video Speech Assignment."

Susan Opt, Salem College

Instructors often video speeches in introductory speech courses as a way for students to

review and critique their speeches in hopes of improving future speeches. Although this approach offers many advantages, it also offers the disadvantage of professor responsibility for taping (and equipment), the possibility that the student will not review the video later, and the missed opportunity for community learning about speechmaking.

To address these disadvantages, the group video speech assignment was introduced into a spring 2010 public speaking course.

G.I.F.T.S. “Using role reversal to teach role reversal (and more!).”

Charmaine Wilson, University of South Carolina Aiken

In many communication classes, including group and organizational communication classes, we want students to understand the concept of role and to recognize how roles are created, how they are sustained, how they can become fixed, and so on. We also want to enhance our students' ability to take another's perspective and be empathic. I offer here an activity which helps me accomplish these multiple goals. The activity is most appropriate for a junior/senior level class in which students are capable of taking charge and making decisions. I use it in my group communication class. It is fairly straightforward--the steps will be described.

Panel C

“Renovations for Public Speaking?”

Edwards 101

The purpose of this panel is to generate discussion of ways to invigorate, enhance the basic Public Speaking class – way to renovate.

Jean DeHart, Appalachian State University

Elena Martínez-Vidal, Midlands Technical College

Brenda Aremtrout, Central Piedmont Community College

Linda White, Central Piedmont Community College

Lunch

12:45-2

Session 4

2-3:15

Panel A

Edwards 104

Chair: Christine Anderson

Communication Papers

"Consuming celebrity: Audience interpretation of celebrity activism."

Spring-Serenity Duval, University of South Carolina Aiken

"The beautiful game comes to America: How the globalization of sports media is making the United States a soccer nation."

Patrick J. McConnell, Barton College

"Upper east side queen bees and the American dream: Oppression and the American myth narrative in the CW's *Gossip Girl*."

Elizabeth Dorrance, College of Charleston.

"Transnational aesthetics and Aristotelian categories in Milos Formans' *Goya's Ghosts*."

George Lellis, Coker College

"The politics of classroom community: The voices we need to hear."

Jessica Delk McCall, University of North Carolina Greensboro

Panel B

Edwards 105

"The Rhetorical Examinations on Race and Identity

Chair: Jason Munsell, Columbia College

The papers on this panel analyze the ways in which racial identity is constructed and forged through rhetorical examinations of video games, black empowerment discourses of the late nineteenth century, and contemporary controversies over the "n-word(s)."

The panel considers the challenges and complexities that are met through symbolic and social considerations of the strategies, tactics, and forms of racial(ized) expression. Each paper engages concerns about rhetorical effect—what kinds of social, political, and cultural demands are articulated; how are vocabularies and visualizing systems of race limiting, enabling, and exceeding our capacities to bring forth racial transformation; and what directions might we take for rewriting new futures and race relations.

of racialization inform these audiences.

Jason Edward Black, University of Alabama
Kim Hong Nguyen, Independent Scholar
Gerald Voorhees, High Point University

Panel C
Edwards 170

Integrated Marketing Communication and the University Community: Service Learning Lessons Learned

Chair and Respondent: Jeanne M. Persuit, Ph.D., University of North Carolina Wilmington

Service learning in an integrated marketing communication course is often realized through client projects with tangible, measurable outcomes. However, a breadth of clients is not always available in a smaller city or in a college town. One solution is to find clients in your own backyard – the college or university community. In this panel, four undergraduate students and one recent graduate reflect on what they learned through a variety of projects for university clients: an identity and naming project, a visual identity package, a Google Ad Words Competition campaign, and a qualitative research project. The students will discuss the challenges and opportunities offered by the clients and their projects, how their perspective on their own roles within the university community shifted and grew, how they found the mission of a university is expressed through activities other than undergraduate education, and how these projects provided connections to concepts, metaphors, and theories explored in coursework. The panel chair will conclude the discussion by situating these projects in the context of a praxis-driven undergraduate communication curriculum and will offer practical advice on how to cultivate and encourage long-term client participation.

Nicole Doherty, Pure Communications
Lacey Inman, University of North Carolina Wilmington
Rachel Kaylor, University of North Carolina Wilmington
Shannon Meadows, University of North Carolina Wilmington
Arielle Williams, University of North Carolina Wilmington

Session 5
Edwards 256
3:30-5:00
CCA Business Meeting

Hosted Reception

5:00-6:00

Edwards Courtyard

Saturday, October 2nd

Conference Registration 7:30-10:00

Panel Presentations 8-12:15

Luncheon: 12:30-2:00

Executive Council Meeting 2:15-3

Edwards Front Lobby

Edwards 1st and 2nd Floors

Football Stadium

Football Stadium

Session 6

8-9:15

Panel A

Edwards 170

Split Image: Investigating Media Issues About Diverse Groups and Their Influence on Community

Undergraduate students on this panel will explore the racial stereotypes and portrayals of minorities in the media, specifically in newspapers, magazines, film and on the Internet. Discussion will highlight the impact of these images on community and will identify opportunities for classroom dialogue related to cultural communication. Focus will be on the depiction of people of color including African Americans, Hispanics and Asian Americans. This research will introduce the audience to some of the complexities of the relationships between race, culture, popular culture and mass media.

Chair: Frances Ward-Johnson, Elon University

Cedric Pulliam, Elon

Thonda Taylor, Elon

Daniel Davis, Elon

Will McPherson, Elon

Eric Kimball, Elon

Craig Jackson, Elon

Panel B
Edwards 104

Jarrard Undergraduate Papers

Chair and Respondent: Deborah C. Breede, Coastal Carolina University

Jeremy Colb Christopher Newport University

"Implications of parental facebook usage on identity development: A study on emerging adulthood."

Jordan Cribb Coastal Carolina University

"The socialization of sexuality."

Amanda Hester Coastal Carolina University

"Daddy, I want pigtails!"

James T. Hosack Christopher Newport University

"Gleeful professions: Dialectical tensions in the representation of teaching."

A. Paige Whaley Coastal Carolina University

Nontraditional female CCU student standpoint

Connie Workman Christopher Newport University

Transformation of youth movements

Panel C
EHFA 105

Service Learning, Oral History and the Politics of Intercultural Communication

This panel will consist of Columbia College undergraduate students and their professors discussing the college's service learning initiatives and an oral history project conducted in an Intercultural Communication course. The project was part of the broader Women's Well-Being Initiative centered in the Women's and Gender Studies Program at the University of South Carolina. It focused on the Cayce/West Columbia, South Carolina area with the ultimate goal of improving the welfare of women and girls in those Columbia suburbs.

Many of the questions revolved around issues of race and gender. The students on the panel will summarize the five step procedure the professor assigned. First, students did background research on the history of the Cayce/W. Columbia. Second, they created an interview script and guide, and questions relating to intercultural communication. Third,

they individually reflected on the interview. Fourth, they transcribed and coded the interviews looking for recurring themes. Finally, they presented their findings to the class. things change, the more they stay the same.

Panelists:

Chair/Presenter Jason Munsell, Columbia College

Dr. Tamara Burk, Columbia College

Yolina Elenkova, Columbia College

Jacqueline Furch, Columbia College

Kiosha Gregg, Columbia College

Lea Vane, Columbia College

Session 7

9:30-10:45

Panel A

Edwards 104

Jarrard Graduate Papers

Chair and Respondent: Gary Carson

"Freaks and Gleeks: How Glee's "New Directions" Foster Audience Involvement and Super Fandom"

Molly McCartha, College of Charleston

"Recession Rap: It's (Still) All about the Benjamins"

Eliot Genther, College of Charleston

"African Americans and Golf: Links from a Dark Past to an Uncertain Future"

Alexandria Rogers, College of Charleston

"Grab a Mop, Pokey: A Fantasy Theme Analysis of Barack Obama's Cleaning Up Theme."

Chara Yorde, Bob Jones University

"Feminine Style, the Rhetorical Presidency, and International Political Communication: Exploring Barak Obama's Contributions"

Amanda Henley, College of Charleston

"Applied Communication Activism in University Communication Centers"

Evan Zakia O' Donnell, University of North Carolina Greensborough

Panel B

Edwards 105

“Challenges in Teaching Diversity with Barack Obama as U.S. President.”

This panel is designed to invite conversation among colleagues from around the Carolinas on the following topics: (a) How may having a U.S. president with a racial identity that differs from the one shared by all previous presidents influence instructional design and pedagogy in communication courses? (b) What, as a consequence, particular challenges do we and our colleagues face when we teach those courses? And, (c) what stories, derived from our personal experiences since Nov. 2008, can we share about “what works” or “what doesn’t work” to meet those challenges?

Deborah Brunson, University of North Carolina Wilmington

Lynn Dee Gregory, Appalachian State University

Anita McDaniel, University of North Carolina Wilmington

Kelli Fellows, University of North Carolina Wilmington

David E. Weber, University of North Carolina Wilmington

Panel C

Edwards 170

The Politics of Power of Women’s Communication

This panel of Salem College professors and students explores the politics that shape women’s communication and the power of women to shape communication. The professors examine how an academic environment primarily led by women and geared to empowering female students influences communication in the classroom and community. The students demonstrate the power of women to create projects in an academic environment that potentially affect the way society communicates.

Chair/Moderator: Susan Opt, Salem College

Kim Nguyen, Salem College

Carol Dykers, Salem College

Sydney Stewart Kennedy, Salem College 2010 graduate

Christine Barrett, Salem College 2010 graduate

Session 8
11:00-12:15

Panel A
Edwards 104

Ray Camp Top Papers Panel

Chair and Respondent: Kelli Fellows, University of North Carolina Willmington

"Mammogram screening guidelines and the American dream: The rhetoric of social intervention"

Susan Opt, Salem College

"Exploring intersectionality in television targeted to emerging adults"

Michaela D. E. Meyer, Christopher Newport University

"A functional analysis of 2010 South Carolina gubernatorial primary campaign discourse"

Mark Glantz, Coker College

"Making post-9/11 patriarchal citizenship: Misogyny and magnifying 'loss' through the rhetorical construction of 9/11 'orphans'"

Kim Nguyen, High Point University

Panel B
Edwards 105

Communication Papers

Chair and Respondent: Wes Fondren, Coastal Carolina University

"How an operational nightmare also became a communication nightmare: BP's social media response to the gulf oil spill and what the company should have known all along."

George Harrison, University of North Carolina at Pembroke

"The Effect of Communication Technology on Long-Distance Interpersonal Relationship Satisfaction"

Elizabeth Dorrance, Sarah Anderson and Mary Travis, College of Charleston

"Every parent's worst nightmare: Coverage of child abductions in U.S. News Reports, 2000-2003."

Spring Serenity-Duvall, University of South Carolina Aiken

Leigh Moscovitz, College of Charleston

"Bridging the perception gap: A mental models approach to communicating the risk of divorce."

Amanda L. Henley, College of Charleston

Heather Hendrick, College of Charleston

Elizabeth G. Strozier, College of Charleston

Brittany L. Allgood, College of Charleston

Melissa A. Grossman, College of Charleston

"Improving Gender Imbalance: Male Recruitment at the Speaking Center"

Casey Mann, University of North Carolina at Greensboro

Awards Luncheon

12:30-2:00

Presidential Box

Football Stadium

Keynote Speaker: Dr. Andrew Billings, Clemson University