

2008 NACC Conference Program

"The Trails We Blaze: The Communication Centers Expedition."

REGISTRATION/PACKET PICK-UP

NOON-3:00pm

All Conference sessions take place on the third floor of the UCCS University Center

Noon-12:45PM

Session 1.1 – 3rd Floor, University Center Reception Area – Open Poster Session

Exhibitors: Ashlie Boltinghouse – University of Wyoming, "Methods for Reducing Apprehension;" Tracey Corcoran, University of Colorado, Colorado Springs, "Eye Contact;" Christine DeGeorge – University of Wyoming, "Exposure Therapy for Social Phobias;" Aubrey Dix, University of Colorado, Colorado Springs; Brendon Donlin- University of Colorado, Colorado Springs, "Can you Believe That Guy? Expectancy Violation Theory;" Kindra Herring – University of Wyoming, "Using Rational Emotive Therapy and Cognitive Restructuring to Reduce Apprehension;" Katherine Hilbert - University of Colorado, Colorado Springs, "An Interactional View: The Branches of Communication in Families;" James Hutkay, University of Colorado, Colorado Springs, "Contextual Flirting," Jason Hutkay, University of Colorado, Colorado Spring, "Let's Shake it: Investigating the Welcoming Touch," David Owens, University of Colorado, Colorado Springs, "Aspasia;" Mary Salazar - University of Colorado, Colorado Springs, "How does Culture Effect Women's Communication?" Jessica Young – University of Wyoming, "Helping Those With Fears of Speaking."

12:45PM-1:45PM

Session 2.1 + Room UC-302 Theater – Our Rhetorical Roots: Bringing the Past to Fruition.

Chair: Catherine Sepulveda – University of Colorado, Colorado Springs

Inventing and Maintaining a Speaking Center Ethos: An Aristotelian Perspective

David Lawrence, Agnes Scott College

In the Rhetoric, Aristotle argues that the most important of the three artistic proofs (Pisteis) contributing to a speaker's effectiveness is ethos. The credence, character or credibility of a speaker is, according to Aristotle, the controlling factor in persuasion. In this essay, I employ Aristotle's concept of ethos as a basis for developing and maintaining a speaking center's character. The elements of ethos discussed by Aristotle, including knowledge, fair-mindedness, practical wisdom, virtue and good will, provide a theoretical basis for both our thinking and practices as we engage others in the speaking center and our campus.

The Canons Reloaded

James Helmer, Hamilton College

Inspired by our Writing Center's poster campaign to publicize itself and teach some basic writing concepts ("The seven Deadly Sins of Bad Writing"), I am developing a similar set of posters to accomplish the same objectives for our Oral Communication Center. Titled "The Seven Cardinal Virtues of Oral Presentation," they are an effort to re-conceptualize the classical canons of rhetoric in terms that are meaningful to a contemporary college audience representing diverse disciplines, lacking background in rhetorical theory, and without access to a substantial course in public speaking. A major goal of this project was to capture key ideas in a concise format that would lend itself to being packaged as a set of small posters to be displayed in various campus locations in support of our communication-across-the-curriculum effort. An unanticipated effect of this project was the interest of our college's Office of Communications and Development, which envisions these posters being distributed to various constituencies—particularly high school guidance counselors—as has been done with the Writing Center posters.

Session 2.2 – Room UC-303A –

Blazing New Trails: Building Teams and Communities through Experiential Education Ropes Course Activities

University of North Carolina – Greensboro: Sarah Wilde, Assistant Director, University Speaking Center

This interactive session will provide participants an opportunity to try out some ropes course activities (both icebreakers and more in-depth activities) that can be used for staff training and team building purposes. The session will be facilitated from an experiential education standpoint and debriefs will be conducted using the “what-so what-now what” approach. Other topics discussed include challenge by choice, consensus, and community contracts.

This team building workshop will allow staff members from different centers and labs the opportunity to interact, brainstorm, and have fun getting to know each other. The hope is that participants will leave knowing some different techniques for building a sense of community within their home labs and centers using experiential learning practices.

Session 2.3 – Room UC-303B –

ASU Public Speaking Pilot Program

Arizona State University: Nikki Gamboa, Mike Molfetta, Steven Scruggs, Adam Seibel, and Matthew Starr

Arizona State University will present the results of integrating Communication and Learning Lab (CALL) mentors (as assistant teachers) in the campus's Public Speaking course. This integration allowed for larger class sizes, saved resources, and allowed students to receive quality instruction while developing a peer learning experience. This class format encouraged students to participate in experimental learning resulting in greater student investment and success. Four undergraduate students with extensive mentoring experience in the CALL will discuss the results of student midterm evaluations.

1:55PM-2:55PM

Session 3.1 – Room UC-302

Looking Back on Old Trials and Blazing New: A Collaborative Dialogue about Critical Roles for Communication Labs in the 21st Century.

University of Colorado, Colorado Springs – Sherwyn Morreale

Join us and bring your outside-the-box ideas for an examination of the role of communication labs on our campuses. Dr. Morreale provides a retrospective and timeline, tracking the evolution of communication labs. Then participants give thumbnail descriptions of the programs and services now available in their labs. Director's then will engage in dialogue about the role and potential for labs to add a moral imperative to the practical and applied programs now in place in most labs. Issues may include:

- *Lab-based research*
- *Ethical communication*
- *Free speech and civility in a democratic society*
- *Student and social activism*
- *Building community on the campus*

Session 3.2 – Room UC-303A-

Reducing Communication Apprehension in First-year Students: How Communication Centers Can Aid in Retention

Chair: *Maria Schnell – University of Colorado, Colorado Springs*

University of Southern Mississippi – Hannah Rachal, Kewanna Daniels, Maggie Pikul, Amanda Newman, April VanCleve, Wendy Atkins-Sayre, Ph.D.

Retention rates for universities have always been a source of constant study. This is only natural, considering the proficiency of a university is to some degree based on student success and the decision to remain at that university. There are several concepts that explore possibilities for low retention, but this study will specifically look at one: the relationship between communication apprehension of first-year students and how that affects their decision to return to the university. High communication apprehension is related to academic success in the first-year of college, which is a prime reason why some students choose to remain at their university.

This essay will focus on how communication anxiety (specifically public speaking anxiety) can affect retention rates in first-year students. However, we do not just want to look at the relationship between communication apprehension in first-year students and retention rates. As a Speaking Center, we want to look at ways in which we can help reduce that communication apprehension in first-year students and therefore increase retention rates. Although we have rising numbers as a growing center, this research hopes to find new ways to recruit first-year students to use the center to address their communication issues, particularly public speaking anxiety. Although in this essay we are using programs specific to this university, our goal is to present ideas that all universities and colleges can use for this same purpose. First, we will discuss the connection between communication apprehension and retention rates, then briefly discuss current programs targeted at first-year students, and lastly propose new programs for speaking centers to work with these existing programs.

The Creation of the Informational Video: A Necessary Step in Distributing Information and Increasing Speech Center Visits -

University of Richmond – Ashley LaClair

The University of Richmond's Speech Center has made large strides in improving the oratorical skills of its community, as well as greatly influencing the work of other speech facilities around the country. Despite this success, more university members could benefit significantly from using the Center. This paper proposes the creation of two informational videos, for students and new faculty members, in an effort to raise awareness and increase utilization of this valuable speech resource. The reasoning for informational videos lies in the effect of visual cues on excitement and memory, plus the necessity for a technological approach in modern society.

Session 3.3 – Room UC-303B

A “Best Ideas and Practices” Session – An Undergraduate Perspective

Chair: *Katie Puryear – University of Colorado, Colorado Springs*

Panelists: *Butler University - Krissy Wilkerson, Nick Perry, Stacey Scheidler*

Eckerd College – Becca Lanier, Meghan Meehan-Draper, Katherine Mulford

Arizona State University -

3:05-4:05PM

Session 4.1 – Room UC-302

Employing the NCA Procedures and Criteria for Evaluating Communication Center Directors: Blazing the Trail –

Theodore F. Sheckels, Randolph-Macon College

Kathleen J. Turner, Davidson College

At the NACC conference at UNC-Greensboro in April of 2007, we presented a rationale for developing procedures and criteria for the evaluation of Communication Center directors, arguing that in this age of accountability, assessment, and tight academic budgets, those involved in the Communication Centers movement needed to be able to articulate how directors should be appraised. As we argued, the process can help directors themselves identify areas of strength as well as avenues for potential improvement. This identification will in turn benefit the staff as well as the students, faculty, and others served by the communication center. The process can help administrators appreciate the value of communication centers to the institution, and communication centers across the country can learn from sharing the results of such evaluations. Demonstration of the high standards and valuable work of communication centers will be to everyone's gain. Evaluation is, therefore, a process both communication center directors and the administrators to whom they report should endorse. Attendees at the panel provided additional suggestions, insights, and questions that guided our development of procedures and criteria.

At the NCA convention in Chicago in November of 2007, we presented those procedures and criteria at a panel early in the convention, with responses from three directors at different institutions. Incorporating both those responses and the comments from attendees at the panel, we revised the proposal for presentation at the Communication Centers section business meeting, where it was endorsed in principle.

At this panel, we briefly present what has occurred so far (especially because many who attend the NACC conference were not able to attend the NCA session), and then hear from three directors about how they have put the procedures and criteria into practice. A substantial portion of the session will be devoted to discussion of the document and its uses among all present.

"Creating the Procedures and Criteria," Theodore F. Sheckels, Randolph-Macon College, and Kathleen J. Turner, Davidson College

"Employing the Procedures and Criteria for Evaluation at a Mid-Sized Public Institution," Kimberly M. Cuny, University of North Carolina-Greensboro

"Employing the Procedures and Criteria for Evaluation at a Small Private Institution," Paul Sandin, Butler University

"Employing the Procedures and Criteria for Evaluation: Public and Private Perspectives," Wendy Atkins-Sayre, University of Southern Mississippi

Session 4.2 – Room UC-303A

Graduate Paper Submissions

Use and Assessment of a Communication Center –

University of Maryland, College Park – Erica J. Lamm, Mahlori Isaacs, and Adil Ahmed

As Hunt and Simonds (2002) point out, there is very little evidence in support of speaking laboratories. Their article made the first such contribution, demonstrating a clear link between speaking center visits and grades in the public speaking course. We are interested more broadly in why students use the center in the first place—or why they do not. This topic is also severely understudied; to our knowledge, no research exists demonstrating why students seek tutoring services in general, or seek assistance at communication centers in specific.

A Theoretical Approach to the Public Speaking Classroom: Applying Communication Theory to the Graduate Teaching Experience –

University of Colorado, Colorado Springs – Katie Puryear

A Graduate Teaching Assistant is approaching the classroom experience for the first time. The strategies, conflicts, and systems that are a part of the organization of the classroom are encountered as part of the classroom experience. By approaching the classroom's phenomenological, cybernetic, sociocultural, and sociopsychological traditions, a graduate teaching assistant can master the theories that enhance the teaching experience. The public speaking classroom is analyzed through the Symbolic Interactionism, Constructivism, the Coordinated Management of Meaning, and Adaptive Structuration Theory. The first part of this paper will discuss the purpose of the chosen theoretical perspectives and how they can be applied to the public speaking classroom. Then, the current views on communication in the classroom will be discussed, and areas where the graduate teaching assistant can gain strategies from theories to improve their classroom knowledge. Finally, the paper will discuss the main concepts of each of the chosen theories, and how a graduate teaching assistant can gain a greater understanding of these theories to apply to the public speaking classroom.

Feedback, Performance, and Sustainability –

University of North Carolina, Greensboro – Hema Yarragunta

This paper examines the process and role of feedback for an oral communication peer tutoring center located at a research intensive midsize public university in the United States of America. The paper focuses on the impact of feedback in producing high performance at and sustainability of the Center. The research situates feedback within the framework of structuration theory to demonstrate how the feedback mechanism creates and sustains an adaptable structure. The dual obligation of all members to offer feedback and listen to and reflect on feedback provides a mechanism and resource for maintaining order and change. Data shows the presence of this dual obligation in various settings, including top-down, bottom-up, and peer-to-peer communication. This analysis provides a model for benchmarking the Center as a learning organization that transforms and reproduces the system in a new direction using the feedback mechanism.

Public Speaking for the Hearing Impaired –

University of Colorado, Colorado Springs – Marcie Hureau

A survey taken by USA Today found that the number one fear people share is public speaking. The number two fear is the fear of dying. Meaning – people would rather that their parachute not open than to have to speak in front of a group of people. For most students public speaking is something they will be required to do throughout their college years. As part of their requirements, students will have to prepare and deliver speeches or presentations for class projects. Without a doubt, getting up in front of an audience to speak can create apprehension in most individuals. But what about the student who is hearing-impaired; who can only use sign language to communicate with his or her audience? Students who take public speaking classes must also work also within groups as part of their class requirements, so the question arises: What assessment tools have been set in place to help determine success for these students? Do we change the requirements and make allowances to help these students succeed? What is the role of the teacher when they are faced with working with a student who can't speak with their voice? How do we teach public speaking to the hearing-impaired? How can we create a class room environment that facilitates cooperation and communication between the hearing and non-hearing students? The purpose of this research is to understand and identify ways to communicate, educate and help the hearing-impaired student succeed in all the non-verbal elements of public speaking. This will be a qualitative research with in-depth interviews, participant observations and focus groups. These results will help identify areas of communication in the classroom that need to be strengthened when there is a hearing-impaired student involved.

Session 4.3 – Room UC-303B

Undergraduate Paper Submissions

Chair:

Communication Centers: Relationship of Client Satisfaction to Identity Style, Self-Efficacy, and Stage of Change

James Madison University: Carla Blumenthal

This study examines three psychological constructs of students who use the center: identity style, self-efficacy, and stage of change. It emphasizes how these constructs relate to their satisfaction with the center. The hypothesis that students with an informational identity style would have a high satisfaction with the center was proven.

The Passion Cheerleaders of Agnes Scott College: Facilitating Tutee Engagement with Topic and Audience

Agnes Scott College: Erin Linsenmeyer, Ashley Mengwasser, and Jasmine Terry

The Agnes Scott College Speaking Center meets daily with the undiscovered rhetor, who, in their mission toward intellectual attainment have experienced an opportunity cost that typically accompanies hard labor of any kind: loss of passion. Equipped for this challenge, the Agnes Scott College Speaking Center tutors undertook the challenge to assist students in both discovering and conveying passion in rhetorical situations. It was proposed that the discovery and expression of passion is best facilitated through dialogue between tutor and tutee.

The Factors that Contribute to the Reduction of Communication Apprehension

Randolph-Macon College: Molly Hyer and Jessica Kuehn

This study looks at the connections between a skills training program, educator involvement, the audience, and personal preparedness, as well as the effect of those factors on communication apprehension. The literature research suggests that these factors all play a role in a speaker's communication apprehension. It was hypothesized that a combination of these factors would contribute to a reduction in communication apprehension. Participants ranked the factors that influenced their communication apprehension the most.

4:15-5:00PM

(Reception Sponsored by Fountainhead Press)

Welcome Reception – UCCS Library, 3rd Floor, Southwest Wing

UCCS Chancellor Pamela Shockley-Zalabak

UCCS Vice Chancellor for Student Success Mr. Robert Wonnott

Director, Excel Centers – Dr. Barbara Gaddis

Graduate Dept. of Communication Chair, Dr. Sherwyn Morreale

Formation of Dinner Groups – Dinner on your own

ADJOURN UNTIL 8:30am, SATURDAY, APRIL 19TH

Saturday, April 19th, 8:30AM-9:15AM

Session 5.1 – Open Poster Session, 3rd Floor University Center Reception Area
Exhibitors: (See listing from Friday Session)

9:00AM-10:15AM

Session 6.1 – Room UC-302 – NACC Business Meeting

Call to Order and Welcome

Approval of Minutes from 2007 Meeting

Officers Reports

Esther Yook, Chair – What's New at NACC? Membership management plan, awards, director Evaluations.

Kathleen J. Turner, Vice Chair and NCA Planner – Update on 2008 NCA sessions in San Diego

Ted Sheckels, Vice Chair Elect – Update on awards and NCA San Diego social gathering

Susan Wilson, Recorder and Membership – Integrated updates on membership

Anand Rao, Website Manager

Bill Neher and Paul Sandin, Publications Specialists

Linda Hobgood, Liaison to NACC Spring Conference

Sue Weber, 2009 NACC Spring Conference Host

Kim Cuny, Student Coordinator

Beth Von Till and Marlene Preston, Section Nominating Committee

Marlene Preston, NCA Nominating Committee

Any other Business?

Adjourn

Session 6.2 – Room UC-303A

Extending Your Reach: Groups as Communication Center Clients

Virginia Tech: Brandi Quesenberry, Emma Archer, Allyson Klein, and Lauren Dennis

As communication centers find innovative ways to serve the university community, one method of expanding a center's service is to assist groups as well as individual clients. However, when "coaching" groups, additional considerations must be made in order to prepare the individuals for a team-based oral communication project. This interactive workshop will provide information on how communication centers can facilitate activities that support group-based work and help individuals hone their teamwork and interpersonal communication skills.

Session 6.3 – Room UC-303B

Scotties Partnering for Civic Engagement

Agnes Scott College: Hannah Alley, Alice Ferron, and Jasmine Terry

In the fall of 2007, the Agnes Scott Speaking Center blazed a new trail by creating a semester long Partner's Program where students could partner with a tutor for a 60 minute weekly session. These sessions explored multiple aspects of public speaking, such as speech anxiety, accent elimination, and oral interpretation. This workshop explains the basics of this program and provides some initial training to tutors who may wish to implement a similar program. Emphasis focuses on how to execute and plan a Partners Program, as well as how to cope with problems, such as lack of student commitment. Finally, an in-depth examination is presented of how the Partner's Program has helped foster the centers passion for civic engagement among the campus community.

10:25AM-11:40AM

Session 7.1 – Room UC-302

Developing a Code of Ethics for Communication Centers

Butler University: Bill Neher and Paul Sandin; Authors of Communicating Ethically: Character, Duties, Consequences, and Relationships.

This session begins with analysis of the reasons for developing such a code; goals, objectives, and intended outcomes. Analysis also will focus on discussion of special needs relating to nature of institution and curriculum. Solutions include consideration of principles for codes of ethics; review of sample codes.

Session 7.2 – Room UC-303A – PowerPoint: How Your Communication Center Can Take The Lead

James Madison University: Michelle Moreau, Coordinator, Communication Resource Center

Imagine that, right now, instead of looking at a traditional workshop abstract for NACC, you were looking at PowerPoint slides with no text or accompanying notes. Imagine that clients no longer left your communication center with an outline, but with a collection of mediated images arranged to communicate that client's message. Undoubtedly, that would challenge your and my understanding of proper invention, arrangement and style and how to teach it. Beyond the debate over Microsoft PowerPoint's pros and cons lies the fact that its ubiquitous use undeniably impacts our ability to tutor public speakers. This workshop is designed to help communication centers student and professional staff re-conceptualize PowerPoint pedagogy and equip them with methods to promote thoughtful approaches to using slideware on their college campuses.

Session 7.3 – Room UC-303B

"Tutors Blaze Trails Together: Collaborating to Tackle the Tough Tutoring Moments."

Chair: Ted Sheckels, Randolph-Macon College

Respondent: Karen Sindelar, Coe College

Davidson College: Sara Bates, Jess Bradshaw, Jennifer DeKnight, Betsy Lyles, BJ Youngerman

Randolph-Macon College: Molly Hyer and Jessica Kuehn

Some of the best training comes when tutors have the opportunity to learn from each other. This session focuses on tutors discussing some of the more difficult moments in tutoring sessions and how these situations were handled. Tutors also present alternative ways of handling similar situations in the future. The session is further intended to create ownership of the process of strengthening the abilities of fellow tutors, and collaboration in that effort both within our own colleges and with communication centers across the country.

11:50AM – 1:30PM

Session 8.1 - Lunch – The Upper Lodge

Keynote Address: Dr. Lawrence Frey, University of Colorado-Boulder

Dr. Frey is author/editor of 14 books (including the recent 2-volume set titled Communication Activism), 3 special journal issues, and more than 60 published book chapters and journal articles. He is the recipient of 13 distinguished

scholarship awards, including the Gerald M. Phillips Award for Distinguished Applied Communication Scholarship from the National Communication Association. He is past president of the Central States Communication Association and a recipient of the Outstanding Young Teacher Award from that organization, as well as a 2003 Master Teacher Award from the Communication Instruction Interest Group of the Western States Communication Association. Dr. Frey currently teaches and lectures as a Professor of Communication at the University of Colorado, Boulder.

1:45PM – 3:00PM

Session 9.1 – Room UC-302

Development of an Online Assessment Tool

*University of Nebraska, Omaha – Lisa M. German, Instructor, Speech Center Consultant
Marlina M. Davidson, Instructor, Speech Center Consulting
Coordinator*

This workshop session will introduce participants to the creation of an online speech center assessment tool. Specific areas covered will include the need to incorporate speech center assessment into the university mandate for oral communication assessment, the technology used for online assessment as part of a course delivery system such as Blackboard, the creation of survey items, the ways to involve instructors and students, handouts and directions on how to implement the online tool, the usage of the findings from the assessment process, and recommendations for future online assessment. This workshop will give participants an opportunity to ask questions concerning their needs and further discuss the value and usefulness of online speech center assessment.

Session 9.2 – Room UC-303A

Chair: *Angela Grosshans – University of Colorado, Colorado Springs*

CALL Career Camp Workshop

Arizona State University: Whitney Schultz, Laura Steil, Ben Carroll, and Mike Molfetta

Many students come into college or the business world with little professional experience. With this in mind, the Communication Assessment and Learning Lab (CALL) at ASU has created the program titled "Career Camp". This 4 day program is available to high school students in the Phoenix metropolitan area and is designed to prepare students for college and job opportunities. The workshop explains the concept of Career Camp by examining each of the 4 days of Career Camp. Each day will be simulated in four breakout stations facilitated by CALL mentors who have participated in the creation of the program.

Verbal, Nonverbal, and Listener Response Workshop

University of Wyoming: Dustin Swalla, John Ellis, and Adam

This workshop was developed to assist engineering students at the University of Wyoming, improve their communication skills. The workshop focuses on teaching students the importance of three aspects of presentation delivery: verbal delivery, non-verbal delivery, and reading the audience's responses. Each consultant will present

effective and ineffective ways to deliver a speech from each of these three perspectives. To review the content, a mock game show will be utilized to ensure that the message is remembered by the students.

Session 9.3 – Room UC-303B – G.I.F.T.S SESSION

Table 1 - Freeze! Peer Advising Role-Play – Sue Weber, University of Pennsylvania

Mock advising sessions can be an effective method of instruction and assessment in the process of

preparing students to become peer educators. During this session, I will discuss a peer advising role-play exercise that I use during the training course for my advisors.

Table 2 – Reducing Vocal Distractions – Pat Baker, Davidson College

My frustration with students' vocal distractions led me to explore ways to help them alleviate these flaws. During this session, I will share an exercise for public speaking students to undertake with the help of tutors at the Speaking Center.

Table 3 – The “Wikis Wookies and Archaic Technology” Comm. Lab –

Shannon Doyle, Elizabeth Harris, and Beth Von Till, San Jose State University

San Jose State is a large urban campus with an enrollment of 30,000 students, most of whom work part/full time and commute to classes. The campus routinely faces challenges regarding notification and information distribution. Serving approximately 3500 students each semester, it is hard to disperse information about lab workshops and requirements and to keep tutors and faculty up to date with changes and concerns. This paper/GIFTS Session will explore how the San Jose State Communication Studies Lab is using an online resource known as a Wiki to efficiently share information with students and lab tutors, faculty and administration. The Wiki allows lab staff to post dates of upcoming workshops and other announcements for students and provides a discussion board where lab tutors can exchange ideas and discuss lab activities. Unlike email wiki allows invited participants to simultaneously work on one document, saving time and effort.

3:10PM – 4:25PM

Session 10.1 – Room 302

“The Director’s Dilemma: A Roundtable Discussion of Current Issues Facing Communication Center Directors.

Participants:

*Kathleen J. Turner, Davidson College
Kim Cuny, University of North Carolina, Greensboro
Beth Von Till, San Jose State University
Ted Sheckels, Randolph Macon College
William Huddy, University of Colorado, Colorado Springs*

Topics:

*Attracting and recruiting tutors and graduate students for the program.
The Virtual Lab: What technology, software, methods are currently available and what are the advantages and drawbacks?
Where do we see this going?
How can Comm Centers impact student retention and promotion?
What types of research questions should Comm Centers explore?
Learning Spaces and learning style: Adaptations and limitations.*

Session 10.2 – Room 303A

The Impact of Speaking Centers on the Community

University of Mary Washington: Katie Connor, Katie O’Leary, Lauren Orsini, and Eric Hasley

This workshop will examine the impact that the Speaking Center has on the community in and around the University of Mary Washington. Team members host workshops, give out merchandise, supply free food, hang posters for upcoming events, and ultimately look at how they can make students’ lives easier when it comes to public speaking. Each of the group members

will discuss different activities that the Speaking Center is involved in and will then brainstorm with the audience members regarding additional ways students could be reached.

Session 10.3 – Room 303B –

Korean Exchange Program at University of Mary Washington

University of Mary Washington: Slade Bond and Kevin Kallmyer

The recent advent of a new Korean exchange program at Mary Washington profoundly affected the university. As professors, tutors, and consultants within speaking and writing intensive courses sought to assist the Korean exchange students, the language barrier loomed. Within weeks, however, the Speaking Center adapted new strategies that greatly enhanced its ability to reach out to the exchange students, creating more flexible options for consultations. Through the description of the situation and solution made by the speaking center, the panel will discuss the role of the Speaking Center in easing intercultural tension and confusion at universities without an ESL program.

Conference Adjourns until 7:00 PM

Reconvenes in downtown Colorado Springs

Olive Branch Restaurant, 23 S. Tejon St., Colorado Springs, Co.

Dinner/Music provided by the Gentle Rain Band

Award Presentations
