Noel Studio Ethos: Remediating Space, Encouraging Collaboration in the Communication Center

Shawn Apostel (Eastern Kentucky University)

The role of ethos in the communication process as discussed by Michael Hyde in The Ethos of Rhetoric suggests we reexamine the role of space in communication centers. “The ethical practice of rhetoric entails the construction of a speaker’s ethos as well as the construction of a ‘dwelling place’ (ethos) for collaborative and moral deliberation” (p. xviii). Such a space should be created to facilitate and nurture the speech-composing and practicing process through feedback from individuals or groups while also allowing students to move from public to private places.

To September 2010, the Noel Studio for Academic Creativity provided such a space when it opened in the heart of Eastern Kentucky University’s libraries complex. The 10,000-square-foot facility offers an integrated learning space, adding new communication services on campus. The Noel Studio is an innovative space where students can invent, research, write, and present speeches with trained consultants. In addition to its collaborative function, Noel Studio has increased the feedback students receive on their speeches through its use of new multimedia technologies combined with its innovative use of public, small group, and private spaces.

Like many communication centers, students can record and discuss their speeches with a consultant; however, the Noel Studio enables students to instantly view their work in larger breakout spaces where peers and consultants can provide
feedback simultaneously. These spaces enable collaborative discussion, invention, and creative discovery toward effective communication practices and pieces. This poster will show the results of research conducted in the Noel Studio that addresses the usage of larger “breakout spaces” and smaller, more traditional “practice rooms” and how they facilitate feedback. This research utilizes control and experimental groups from communication classes to investigate the relationship between space and feedback on oral communication projects.
Session I
12:30-1:50 PM

Panel 1A
Brown-Alley Room
3rd Floor, Weinstein Hall

• **Targeting Teachers: The Importance of Faculty Support to Communication Center Success**

  Michael King
  Wendy Atkins-Sayre
  (The University of Southern Mississippi)

  This paper builds upon previous research on the theory of planned behavior and its implications for communication centers. Previous findings (King & Atkins-Sayre, 2010) indicated that faculty support of a communication center had the most significant influence on students’ decision to use a center. Consequently, a better understanding of faculty motivation for recommending the use of a communication center will benefit center directors. This paper will focus on faculty motivations and make specific recommendations for communication centers to build faculty support.

• **Claire & Sarah Visit the Speech Center: Speaking as Public Service**

  Linda Hobgood (University of Richmond)

  If it is true that instructors in rhetoric find themselves never “off duty,” it may be especially so for directors of communication centers and the students who assist in coaching what Thomas Farrell has called “the fine and useful art of making things matter.” Once trained to assist their peers, student consultants typically seek the director’s impression of the speaking missteps of people in the public eye—because they are in the public eye! By means of a hypothetical interview with two well-known political spokespersons, Senator Claire McCaskill of Missouri and former Alaska governor Sarah Palin, a speaking center director considers and attempts to address the most frequently addressed questions posed by undergraduate tutors. In an attempt to “critique through” political motives for certain figures of speech and thought, malapropisms, and delivery techniques, the implications of what I call “deliberate down home” talk is examined. I attempt an evaluation of the confounding effects of this practice on peer consultants coaching toward excellence in articulate public expression, and on democracy itself, when public figures “go rogue” with eloquence.
Catering to Customers or Cultivating Communicators? Reconciling Divergent Perceptions and Roles of Communication Centers

Roy Schwartzman
Erin Ellis
Hemelatha Yarragunta
(UNC – Greensboro)

To remain sustainable in an atmosphere of shrinking budgets and curricular retrenchment, communication centers must satisfy several constituencies. How can communication centers meet stakeholder interests driven by different paradigms of higher education? This study examines how student clients (n=29) and peer consultants/tutors (n=11) characterize their experiences at communication centers in responses to open-ended surveys. Thematic analysis using grounded theory reveals that the clients approach communication centers as instruments to improve performance on particular assignments. These patterns of responses fit a consumer-oriented paradigm of education as skills training to achieve concrete (driven by assignment instructions), measurable (usually by grades) objectives. Such an orientation contrasts with the speaking center employees, who describe consultations more as a developmental process of the speaker as a whole.

The speaking center consultants employ a transformative vision of education enriching a speaker’s communicative capacities rather than singular improvement on a specific assignment. One way to reconcile these divergent paradigms would be to adopt a more holistic view of communication centers. This view positions centers less as crisis-oriented responders to skill deficits (analogous to allopathic medicine) than as part of an ongoing quest to improve oral communication. The market-driven consumer paradigm and the transformative paradigm become compatible within this holistic design. This approach acknowledges consumer needs while building student competencies to use communication to transform themselves and their world.

Presentation Aids that “move”: providing feedback on visuals composed on rich media software

Shawn Apostel (Eastern Kentucky University)

Just as we felt comfortable with discussing PowerPoint templates, “5 things to avoid” rules, KISS, and clip art do’s and don’ts, PowerPoint 2010 began incorporating rich-media applications, and new flash-based presentation software
like Prezi and changing the expectation of audiences and increasing the need for good feedback on visuals as students prepare and practice their oral presentations. This paper will offer a way a tutor in a typical one-hour session held in a Communication Center can address the effectiveness of moving and media-rich visuals used in oral presentations.

In his book, *The Visual Story: Seeing the Structure of Film, TV, and New Media*, Bruce Block offers the fundamental components of film: script, music, sound, and visuals. He segments visuals into the following components: space, line, shape, tone, color, movement and rhythm. By combining some of Block’s components with concepts taught in an entry-level public speaking course, we can easily break down several elements of moving and media-rich visuals to see how they can be designed to convey and reinforce a speaker’s meaning.

In addition to an introduction to Block’s components and their integration in public speaking courses, this paper will close by offering a rubric used by consultants in a ground-breaking Noel Studio for Academic Creativity at Eastern Kentucky University to provide feedback on computer-generated presentation aids that students are using as part of their oral presentations.

- **The Delicacy of Diversity: Strategies for Mentoring Students of Differing Needs**

  Nina LaTassa (Ursinus College)

  Ursinus College, a small liberal arts institution in the suburbs of Philadelphia, has become increasingly diverse over the past several years, welcoming students of different ethnic and cultural backgrounds onto its campus. Thus, because these young men and women often seek extra assistance in developing their language and communication skills, it is imperative that those of us who work in communication centers know how to best assist them in their efforts to do so. This paper will focus on strategies coaches can use to tailor their mentoring styles to fit the students’ needs. It will explore several tactics that I have employed in working with students in an online forum (via our speech resource center), as well as one-on-one. Specifically, it will examine three tactics that I have found truly make a difference in helping students realize their goals. These tactics are the following: build on student strengths, include multicultural learning and speaking activities, and create positive relationships between diverse clients and student coaches. I will elaborate on each of these in greater detail at the time of the conference. Up until this point, however, they have served me well in doing my job well and making a constructive place of learning within our communication center’s walls.
Panel 1B  
Weinstein Hall 314

• Designing Effective Role-Playing Exercises

Theodore F. Sheckels  
Michelle Nieporte  
Crystal Thomas  
(Randolph-Macon College)

Many if not most communication centers train prospective tutors using role-playing exercises. But what characterizes an effective exercise? In answering that question, one ought to turn to three sources of information and ideas: (1) the limited literature in several fields on role-playing exercises; (2) common sense; and (3) the perspective of the students who participate in, watch, and learn from such exercises.

The proposed session will focus on the third.

Two undergraduate tutors in the Randolph-Macon College Speaking Center will outline what they think works well as a role-playing exercise. Then, they will enact a set of exercises, some good and some not so good. After each, they will take turns engaging in an analysis of what they just performed. Their goal is to highlight each scenario’s strengths and weaknesses.

Is the exercise boring? It is so much fun that performing and being entertained overshadow learning? Is the situation modeled unrealistic—or unrealistically enacted?

Does the scenario prompt canned responses/behaviors on the part of the tutor instead of genuine ones?

After proceeding through several exercises and analyses, the students and the respondent will try to extract a set of operating principles that designers of role-playing exercises should try to observe. In the course of that concluding discussion, the respondent will bring in some of the insights on such exercises that the literature suggests.
• **Classrooms Without Borders: Using Internet-Based Learning Platform to Enhance Tutor Training and Increase Lab Productivity**

Kyle Love  
Azmeh Amer  
Yolina Elenkova  
Chantel Lucas  
Diana Lynde  
Taylor Stukes  
(Columbia College)

Internet-based learning platforms such as Moodle and Jenzabar have expanded communication and learning capabilities beyond the traditional classroom format. Tutors from Columbia College will discuss how we have utilized Jenzabar to enhance the weekly tutor training course. Specifically, we will cover the use of a course shell to post articles, documents and guides, and to create topics, with multiple threaded discussions within each one, for reflection on articles as well as for work in teams on daily operations and extended projects within the lab. After we share what we have learned through the evolution of our course, we will open up discussion to learn how other labs are incorporating this technology into the training within and function of their speech centers.

**Panel 1C**  
**Weinstein Hall 305**

• **Centrifugal Forces: Pushing the Boundaries of Research on Communication Centers**

Esther Yook (University of Mary Washington)  
Luke LeFebvre (College of Southern Nevada)  
Hema Yarragunta (UNC-Greensboro)

In response to the call for communication centers to conduct quality research to 1) find more efficient ways to operate and 2) enhance the standing of the field within the discipline of communication, center directors and scholars interested in pursuing research are encouraged to present their ideas for collaboration and data collection coordination.

To stimulate the discussions, three scholars will begin by presenting some research strands centering around research in action on immediacy and the consultation process (Luke LeFebvre, College of Southern Nevada), the effect of consultant leadership behaviors and feedback on students visiting the center.
(Hema Yarragunta, University of North Carolina, Greensboro), and the effect of communication centers on retention (Esther Yook, University of Mary Washington). Audience ideas and discussion will be elicited on these and other topics that they may be interested in pursuing. After general questions and discussions, the session will transfigure into a small group format for more opportunities to interact in the participants’ areas of interest, and exchange contact information to facilitate future collaboration.

- **Completing the Circle by Putting Theory to Practice: Immediacy in the Center**

Kim Cuny (UNC-Greensboro)

This interactive workshop is designed for seasoned, new, and future peer tutors who have interest in getting the speakers they work with to learn more, would like their student clients to take more responsibility for their own learning, want to know more about the connection between their own communication behaviors and being evaluated by their student clients, wish to have fresh ideas for establishing and maintaining relationships with student clients during sessions, and/or are looking for some new ways to frame public speaking delivery techniques.

Upon completion of this workshop, participants will be able to:

1. start incorporating more immediacy behaviors into their own tutoring.
2. understand how immediacy behaviors affect student interest in learning, student responsibility for their own learning, performance evaluations, public speaking delivery.
Session II  
2:10-3:30 PM

Panel 2A  
Brown-Alley Room  
3rd Floor, Weinstein Hall

• Multimedia Learning: Theory in the Communication Center

A. Paige Normand  
Michelle Moreau  
Alex Davenport  
Eliza Jane Charbonneau  
(James Madison University)

Communication Centers take the lead with helping students create and rethink their PowerPoint and other visual media. Multimedia Learning Theory is a beneficial way to teach the effective use of visual images with oral messages. Their theory provides the foundation that novice and advanced speakers alike need to know for effective communication regardless of the technology used to create, project, and transport visual aids. Though Communication Centers should not be expected to teach theory, this approach is an effective way for tutors to guide clients’ consideration of their presentation’s audience, purpose, and occasion. During this workshop, presenters will synthesize theory and focus on its practical application in the center.

• Academic Life Beyond Your Bachelor’s Degree: Making a Communication Center Part of Your Graduate Experience

Michael King (The Univ. of Southern Mississippi)  
Hemalatha Yarragunta (UNC-Greensboro)  
Shaunda French (The Univ. of Southern Mississippi)  
Hannah Rachal (The Univ. of Southern Mississippi)  
Alyssa Davis (UNC-Greensboro)

For many undergraduates, the idea of graduate school remains a career possibility that is laden with ambiguity. This panel, designed for undergraduate students thinking about an academic life beyond their bachelor’s degree, seeks to reduce some of this uncertainty. Current and recent graduate students will address likely questions and concerns from undergraduate students interested in graduate school. Specifically, panelists will reflect on their individual academic journeys and how their communication center assistantships supplemented their graduate
experiences. Additional topics may include panelists’ perspectives on program selection, application, and integration processes. Audience questions are welcomed.

Panel 2B
Weinstein Hall 314

• Tutors From Three Southern Colleges Collaborate to Tackle the Tough Tutoring Moments

  Kyle Love (Columbia College)
  Theodore F. Sheckels (Randolph-Macon College)
  Azmeh Amer (Columbia College)
  Yolina Elenkova (Columbia College)
  Billy Hackenson (Davidson College)
  Aria Halliday (Davidson College)
  Krista Jackson (Davidson College)
  Chantel Lucas (Columbia College)
  Betsy Lyles (Davidson College)
  LaVonia Montoute (Davidson College)
  Michelle Nieporte (Randolph-Macon College)
  Tyler Stukes (Columbia College)
  Crystal Thomas (Randolph-Macon College)

As directors of speech centers ponder various training methods, we are cognizant that while we have much to teach our tutors, some of the best training comes when tutors learn from each other. This session is designed as a conversation among tutors in which they discuss some of the more difficult moments that have arisen in tutoring sessions and how they were handled at the time, as well as how to handle 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.
• Yes!!! I’ve been hired as a tutor…now what? What does it take to become a successful tutor?

Beau Bingham
Anthony Fleak
Travis Foshag
Chelsie Knotwell
Dean Lorimer
Jamie Magrum
Breanne Winter
(University of Wyoming)

In an effort to better serve the students we tutor, consultants from the Oral Communication Center at the University of Wyoming are conducting a Meta-analysis of the literature surrounding the tutoring profession. This presentation will present their findings including answering some of the following questions: What are the current practices used in tutoring sessions? How do we become a successful tutor? What makes a successful tutor from the tutees perspective? What techniques should be used during a session? How is the best way to start/end a tutoring session? How do you assess student learning following the session? It is anticipated that the presentation will focus on several key areas developed during research. Each lab consultant will present a 5-8 minute presentation encompassing 2-3 tutoring suggestions. The presentation will be led and directed by Beau Bingham, the center’s director. This presentation is designed to improve and strengthen the skills of all student tutors.
Session III
3:50-5:10 PM

Panel 3A
Weinstein Hall 304

• “What’s a Rhetorician To Do?—A Roundtable Discussion of Communication Center Research Possibilities for Those in the Discipline Who ‘Don’t Do Numbers.’”

Kathie Turner (Davidson College)
Wendy Atkins-Sayre (Univ. of Southern Mississippi)
Theodore F. Sheckels (Randolph-Macon College)
Karen Sindelar (Coe College)

Whenever the need for communication center research is discussed and whenever possible projects are mentioned, there is an understandable drift in the social science direction. Most projects involve empirical research in which data are collected and then analyzed. Even if the research methodologies are more qualitative than quantitative, they are still social science methodologies with the associated epistemological assumptions. But, yet, some communication center directors—including many who have served in leadership roles in the NACC—are not part of this social science tradition within the communication discipline. Rather, they are rhetoricians and critics, who, based on very different epistemological assumptions, ask different kinds of questions and use different kinds of methods. Are these colleagues to be excluded from the important business of doing communication center research? We hope not, but what can they do in a data-oriented environment with its p value and chi-squared environment?

The proposed roundtable will reflect on this question. The participants will suggest possibilities, but they will also note the problems inherent in doing rhetorical/critical work in a research environment that seems dominated by social science expectations. They will, in addition, reflect—somewhat idealistically—on the possibility of establishing, within the communication discipline, a research environment that mixes methodologies and assumptions and on how communication centers might serve as a model for such a synergistic environment.

As roundtable participants, the discussants will have ideas to share, but a large part of the proposed session should be the eliciting of thoughts and ideas from those who begin the session as the audience but—we hope—end the session by
helping to chart a course whereby the perspectives of rhetoricians/critics can enrich communication center research.

• **Coaching the New Coach**

  Brandi Quesenberry  
  Kim Cooper  
  Kayla Czech  
  Courtney Lofgren  
  Monica Jarrett  
  (Virginia Tech)

  As CommCenter faculty explore various methods of preparing student coaches to serve as speech consultants, the student training class is an important consideration. Although many institutions offer a 3-credit hour training course, there is a range of training possibilities and a 1-credit course may be an appropriate alternative given student and budgetary restraints. This panel discussion will highlight the distinctions of a mentor-based training course as a way to minimize overhead and capitalize on purposeful assignments and structured on-the-job-training opportunities. Both new and veteran coaches will discuss their experiences and explore the strengths and drawbacks of the 1-credit hour mentor-based training course.

**Panel 3B**  
**Weinstein Hall 314**

• **Digital Media as a Tool for Increased Comprehension of Best Practices in Communication**

  Robert Belcourt  
  Stacy Peros  
  Sam Waskowicz  
  Abigail Yirrah  
  (University of Mary Washington)

  Though the Mary Washington Speaking Center places the utmost importance on the value of face-to-face consultations with UMW students, the initiative of several communication professors at the school has presented the Center with an opportunity to expand its educational outreach online. Using data gathered from the content of consultations given by the UMW Speaking Center, student consultants have established a curriculum of the most relevant lessons needed by
students. With the existing digital video archive from introductory speech courses created by UMW communications professors, consultants then parsed clips that display the “do’s and don’ts” of speech giving. The online curriculum also includes an original introductory video that will take students through steps of speech construction from idea generation to presentation. The student presenters will then overview the planned uses of these videos for pre-, intra-, and post-consultation scenarios, as well as the tools used to determine the frequency of use and helpfulness of the online curriculum.

- **Higher Education: A Pyramid of Norms**

  Triston Francis  
  (Univ. of Pennsylvania)

  While information regarding critical components of a successful speaking center is readily available, there remains a gap in understanding why students are resistant to taking full advantage of these resources. If a communication program is able to grasp the interest of students, the usage of speaking centers would see tremendous growth and with that would likely be an additional stream of funding. Based on conversations with communication center directors and students, this study explores how a speaking center can attract students and encourage them to take full advantage of available resources. I interviewed faculty within a variety of roles at their respective speaking centers in order to get a sense of what is already being done to attract students to their services. Then, to supplement this, conversations with students allowed me to gain insight into what would drive them to take the initiative of seeking out resources on campus. The goal of this study is to offer solutions that aim to increase students’ awareness of what campus speaking programs have to offer.

- **Reaching Out From the Center: OctoberFest at UMW**

  Rachel McGuirk  
  Rachel Hirst  
  Meagan Holbrook  
  Karl Livingston  
  (University of Mary Washington)

  A significant number of students who are aware of the Speaking Center are predominately participants in communication classes. To increase campus-wide awareness outside of this department, we designed a month-long public relations event titled OctoberFest. Rachel McGuirk will introduce the topic and panelists, as well as give an overview of OctoberFest. Next, Rachel Hirst will give a
summary of each event, followed by Meagan Holbrook, who will discuss the publicity and participation of each event. Finally, Karl Livingston will share the specific empirical results and its impact on the Speaking Center. Led by a student panel, this presentation aims to engage other student consultants in a discussion of possible future events and improvements.

Banquet and Keynote Address
7:00-9:00 PM
Robins Pavilion, Jepson Alumni Center
Keynote Address “Saving the Business of Language”
John Adams
Chairman, Chief Executive Officer
The Martin Agency

John Adams has spent 37 years at The Martin Agency. In 2010, The Martin Agency was named Agency of the Year by Adweek and it’s also the only agency that Advertising Age has placed on its “A-Lists” every year that they’ve been published.

John plays a key role on the team that continues to bring national attention to Martin, representing such brands as GEICO, Pizza Hut, American Cancer Society, Walmart, Hanes, Discover Financial, BFGoodrich and Tylenol. In 1997, John became one of a handful of advertising people to be inducted into the Virginia Communications Hall of Fame. Additionally, he and his partner, Mike Hughes, were named in 2000 as the Outstanding Industrialists of the Year.

John serves on the Board of Directors of the John F. Kennedy Library Foundation and is rector of the Board of Visitors at Longwood University. He has also served on the boards of the American Cancer Society, the Salvation Army, Boy Scouts of America and the Virginia Museum of Fine Arts. He lectures on marketing and business issues throughout the United States.

John’s greatest loves are his wife, Bunny, and their three wonderful, thriving sons. He and Bunny reside in Richmond, Virginia.
Saturday, March 19, 2011

Tour of the Speech Center and closed circuit opportunity available throughout the day.

8:30-9:30 AM  Breakfast Buffet
                Brown Alley Room
                Weinstein Hall

9:45-10:45 AM  Business Meeting
                Brown Alley Room
                Weinstein Hall

                Informal Tutors Session
                Speech Center Foyer
                4th Floor Weinstein Hall

Session IV
11:00-12:20 PM

Panel 4A
Weinstein Hall 306

• The Director’s Dilemma

    Bon Von Till, Coordinator (San José State University)

    The purpose of this panel/roundtable is to address new and longstanding issues of interest to communication center directors. This panel is not meant to be a series of presentations, rather a presentation of ideas and concerns. Panelists will present issues for discussion. Time will be allotted to invite comments from the audience. Some of the topics the panelists wish to address are:

1. Surviving Budget Cuts: Making the argument for student travel.
2. Justifying the additional resources needed to staff the online speaking center while keeping up with the needs of the 21st century students!
3. Keeping the “long view” and avoiding shortsighted strategies: dodging the fatal bullets in campus politics to ensure program survival.
4. Technology and obsolescence: what to use and what to lose during budget cutbacks.
5. Dealing with changes in university administration: fresh approaches for making the curricular case for your program.
Panel 4B
Weinstein 305

• Two Worlds Become One: Classical Rhetoric in a Virtual Society

Ben Sommerfeld (University of Richmond)

Rhetoric’s long and steadfast history has provided students with a rich background from which to draw insight. Technology, however, has drastically changed life as we know it and rhetoric looks to be deemed irrelevant if it does not make itself more accessible to the modern student. Social networks and virtual communities currently dominate contemporary students’ lives. As such, speech centers across the nation must adapt to the rapidly changing times and expand into cyberspace. Specifically, speech centers across the country should utilize the video-sharing web site YouTube. Outlets such as YouTube are valuable educational tools that may be utilized by speech centers to better interact with students in a modern society. I propose that speech centers create a YouTube account and upload exemplary student speeches as well as outstanding speeches by notable statesmen. Through the use of annotations, playlists, and channel subscriptions, students will be able to not only access these outstanding speeches more easily, but also to see what makes these speeches so great. This will prove to be greatly beneficial in the crafting of their own speeches and exercises in rhetoric. Through an analysis of imitation as extolled by the classical orator Quintilian and the contemporary rhetorician Edward P. J. Corbett, it is clear that this YouTube proposal honors and gives life to this valuable rhetorical precept. While obstacles of a large time commitment by an overseer as well as an opportunity to coddle students do exist, the benefits likely outweigh them. Through this comprehensive, digital archive of rhetorical aides, modern students will be able to access rhetoric in ways that were not possible before, keeping the speech center on the cutting edge of rhetoric and sustaining both as relevant in today’s virtual society.

• “Discipuli boni Dicendi Periti”: Good Students Skilled in Speaking

Katie Mitchell (University of Richmond)

The relationship between rhetoric and morality, as embodied in the phrase “vir bonus dicendi peritus,” has been examined time and time again. Cicero was one of the foremost supporters of “vir bonus dicendi peritus,” believing wholeheartedly that both qualities were needed for a good orator, while Plato believed that the two ideas worked against each other. Aristotle thought that a
“good man” was one dedicated to the truth, and he believed that speaking skills were a necessary means to truth and a way to showcase one’s goodness. Isocrates saw how vital and beneficial it was to have the appearance of morality in rhetoric. Augustine believed a good, Christian man had a duty to become “skilled in speaking” in order to further the Christian faith. Finally, Machiavelli saw no need for a ruler to actually be a “good man,” just for him to appear to be one, and viewed speaking skills as important tools for control. These philosophers and rhetors all had a different relationship with the concept of “vir bonus dicendi peritus”; however, the fact that it has been an issue for thousands of years shows its significance as a rhetorical precept, which necessitates its importance to us at the speech center.

I believe the best approach to “vir bonus dicendi peritus” we can adopt at the speech center is an Isocratic one. Isocrates believed that a civic mind was essential to the “good man,” and also believed that there needed to be an element of morality to be “skilled in speaking.” If we are to take an Isocratic approach, we then have to demonstrate commitment to our community, and we must exhibit our morality by bettering that community. Seeing as we are speech consultants, the main gift we have to offer the community is our knowledge of rhetoric and our consulting skills. To be “skilled in speaking” is an incredible advantage for anyone, but if there is any population that we can help the most, it is high school students, whose increasingly lower SAT scores reveal a lack of rhetorical education. I believe that a series of classes or seminars in which speech consultants assist a local high school with a speech project could benefit high school students immensely. In an initial class discussion and introduction of the assignment, it would be vital to discuss not just communication apprehension and the fundamentals of speaking in public but also how to create an effective speech. Establishing a program with local high school students, though time-consuming, heavily involved for many different parties, and indefinite as to the potential results, has unlimited potential to improve the academic and social lives of community high school students, and could improve the speech center’s standing and influence. According to Isocrates, a consequence of being “skilled in speaking” is the desire to be a “good man,” and we at the speech center must recognize that desire and act on it by reaching out and being civic-minded through our rhetorical abilities.

- Presenting with Prezi: Tips for Enhancing Cognitive Processing

Michelle Koob (James Madison University)

The multimedia component of presentations is a significant focus on communication centers. Slideware and visual aids can enhance presentations only
if they are used properly. In this paper I take a look at the relatively new presentation program, Prezi. Prezi presents its users with a blank canvas of electronic space that can then be filled in with words and images. The user can choose to create a path that directs the presentation from one frame to the next or may choose to move freely throughout the canvas. However, if used poorly, Prezi can distract the audience and compromise the speaker’s ability to communicate clearly. Therefore, when learning to utilize new presentation software, it is important to apply what is known about the human mind and individual’s learning processes to the capabilities of the program. This will allow the speaker to incorporate the multimedia dimension in the most effective way possible. In this paper I analyze Prezi using a social scientific frame. In order to determine the most effective methods for incorporating Prezi into presentations, I apply Richard Mayer’s theory of Multimedia Learning. Through an analysis of his principles on coherence, signaling, modality, multimedia and segmenting, one can better understand how to use Prezi in a helpful, opposed to distracting, manner. The analysis of these principles leads me to conclude several helpful tips to those venturing to incorporate Prezi into future presentations.

- The Implementation of Computer Mediated Communication in Communication Centers

Alyssa Davis (UNC-Greensboro)

This paper will explore both the advantages and disadvantages of Computer Mediated Communication (CMC) in general, as well as how it relates to communication centers. The study will look specifically at one speaking center and its online program which was launched in Fall 2010 and which will show some of this research in action. This paper will thus explore ways to expand the capabilities of traditional communication centers by adding online services which will have the capability of reaching a wider range of students, including those who normally would not attend a traditional center, commuters, and distance learning students.
Panel 4C
Weinstein Hall 304

• What’s My Line? Using Role-Playing to Train New Tutors (and Keep Experienced Tutors On Their Toes!)

Kathie Turner
Billy Hackenson
Aria Halliday
Krista Jackson
Betsy Lyles
LaVonia Montoute
(Davidson College)

Effective communication center tutors must demonstrate intelligence, knowledge, sensitivity, restraint, creativity, and high ethical standards. Following two training scenarios provided by Dr. Sue Weber of Penn State, the Davidson College tutors have developed a number of role-playing sequences to give new tutors hands-on, minds-on experience before they step into their first tutorial sessions—and to give the experienced tutors a chance to sharpen their analyses and share their insights. The Davidson College tutors will present several scenarios of tutor-client encounters; then, they will invite tutors in the audience to join in the process. Scenarios include the resentful student who is required to visit the center, the student who thinks the not-ready-for-prime-time presentation is just fabulous, the shy student who says next to nothing in the session, and the group of students who are both ill-prepared and squabbling about what they should do.

• Strategic Awareness of the Players in Your Game Plan: Language Choice and Formality

Samantha Quig
Christine Schwartz
(University of Richmond)

This paper is an introspective discussion of the dynamics between upholding a formal and published pedagogy while making it relatable and relevant to student consultants. This paper came about after our director assigned us the task of creating a consultant handbook last summer. With the added goal of presenting this handbook to more than just the consultants, the struggle with language choice and tone became apparent. This paper will outline the advantages and disadvantages of both sides of the issue and awareness of
language choice based on audience. The paper concludes by addressing the importance of having a concrete, written reference for current and future consultants in order to emphasize consistency with practices in the center.

- **Best Practices**

Ed Pittman (Univ. of Southern Mississippi)

This study gathers information regarding overall communication within communication centers. The University of Southern Mississippi’s Speaking Center was observed in order to gather information that can be applied to other communication centers. The purpose of this study was to identify communication successes within the Speaking Center based on an understanding of organizational communication theory. Furthermore, this study sought out solutions to communication problems the Center faced and ways to improve communication between all members of the organization. This study will serve as a model for all communication centers to follow in hopes that the best possible communication within communication centers can be achieved.

**Luncheon and Awards Presentation**

12:30-2:00 PM

Richmond Room, Heilman Dining Center
Keynote Address “I Say Enthymeme ‘til They Scream”
Michael Geiser

A funny thing happened to Michael Geiser on the way to Harvard Law. He encountered rhetoric in what was then the University of Richmond’s Department of Speech Communication and it is reasonable to suggest that nothing has been quite the same since. Mike just happened to be in his junior year when Richmond established something called the Speech Center. He signed on to pioneer the student speech consulting effort and inspired Richmond’s best and brightest to visit the Speech Center and apply to become student consultants, according to more than a few: “to be like Mike.”

A graduate of the Richmond College Class of 1998, Mike deferred his acceptance to Harvard Law when offered a graduate teaching assistantship to the School of Speech at Northwestern University. While teaching sections of public speaking, he studied under such luminaries in the discipline as David Zarefsky, Jean Goodwin and the late Michael Leff. He has published work in the journal Argumentation & Advocacy. At Harvard Law he was named Editor-in-Chief of the Journal of Law and Public Policy, and graduated cum laude in 2003. He received a clerkship under Judge Jerry Smith of the U.S. Federal Court’s Fifth Circuit, and then became an associate in the law firms of Susman Godfrey and Sullivan and Cromwell in New York. Geiser now serves as a trial attorney for the United States Commodity Futures Trading Commission.

He and his wife, Bridget, live in New York City.
Session V
2:15-3:35 PM

Panel 5A
Weinstein Hall 304

- How My Work as a Student Consultant Influenced What I Do Now: Alumni Panel

Bryn Bagby Taylor (University of Richmond)
Katie Connolly Bell (University of Richmond)
Adrian Bitton (University of Richmond)
Sadie Simmons (University of Richmond)
Graham Honeycutt (Davidson College)
Danielle Lokaj (Davidson College)
BJ Youngerman (Davidson College)

This proposal is based on a recommendation from a former NCA Section Chair. Four to six alumni representing communication centers from at least two institutions will present brief narratives recalling ways in which their experiences as peer tutors or consultants contributed to their postgraduate or professional careers. The remainder of the session will be devoted to a question and answer session. It may include an exchange of contact information for networking purposes. This type of alumni panel was presented in 2009 at NCA and proved quite successful but for the fact that the student audience who might be benefitted most was not present.

Panel 5B
Weinstein Hall 305

- The Beta Test: Online Speaking Center Lessons Learned

Kim Cuny
Alyssa Davis
Hemalatha Yarragunta
Princess Newborn
(UNC-Greensboro)

During the fall semester, UNC-Greensboro beta tested the Online Speaking Center (OSC). This panel will discuss what worked, what did not work, lessons learned, implications, and future direction for the OSC at UNCG. Panelists
represent the OSC administrator, the faculty member who required her students to use the OSC, and two staffers who facilitated OSC consultations.

• “How Can I Sound More Fluent?” Tutoring International Students in the Speaking Center

Karen Sindelar
Phyllis Rhuppert
(Coe College)

Coe College Speaking Center has several international student consultants and many international student clients. The Coe College Speaking Center and the English as a Second Language (ESL) Department have created a partnership to help international students practice conversational quality in their English speech. The speaking center staff is trained by an ESL professor to consult with international students using intonation—stress, linking and reduction. Intonation means the pitch changes and rhythms of a language. Stress includes increased volume and pitch as well as increased duration of vowels. Pitch changes are a very important part of stress. Use of volume only for stress can translate to anger for Americans. Linking is the connection of sounds that blurs words together. The most often used type of linking is consonant—vowel. Anytime one word ends with a consonant (C) and is followed by a word that begins with a vowel (V), expect to hear linking. We look for four types of linking: C-V (He-ri-tis), V-V (So (w)am I), C-C (never really), and soft initial (h), specifically in pronouns. Learning to use reduction often in unstressed syllables will help the international student’s rhythm and intonation become more American sounding. Rhythms of a language happen when stress, reduction, and linking all work together. Changes from the habits of a student’s native language are needed to begin this new sound. At Coe, international students mark their manuscripts with stress, linking and reduction cues, practice their conversational quality, view themselves speaking on tape, then reflect and assess their progress with the speaking center consultant as their guide.
Panel 5C
Weinstein Hall 306

• Tutoring the PechaKucha: Changing the Face of PowerPoint Presentations

Hannah Rachal
Shaunda French
Paige LeBlanc
(The University of Southern Mississippi)

This session will introduce an alternative method to using PowerPoint: the PechaKucha. PechaKucha is the Japanese word for “chit chat” and was founded by two architects in Toyko who dreaded watching long, drawn-out PowerPoint presentations. The overall goal of PechaKucha is for speakers to prepare shorter, more creative, and polished PowerPoint presentations by using a 20x20 method (twenty slides per presentation and twenty seconds per slide). An effective PechaKucha example will be provided in this session, along with the benefits of using the PechaKucha format successfully in the classroom. Furthermore, a discussion on communication centers and the use of PechaKucha will be discussed.
Awards

Joyce Ferguson Faculty Paper Award

An original faculty research paper that investigates a topic from an empirical or theoretical perspective and meets the criteria of the call for conference submissions. The paper focuses on challenging a theory, the development of a new theory or the modification of a current theory.

Huddy-Gunn Competitive Graduate Paper Award

This graduate student honor was first awarded in 2007 by the National Association of Communication Centers. The association seeks to honor one top graduate theory paper focusing on the work of speaking centers or labs. Papers in this competition focus on challenging a theory, the development of a new theory or the modification of a current theory.

Bob and Ann Weiss Competitive Undergraduate Paper Award

This undergraduate student honor was first awarded in 2007 by the National Association of Communication Centers. The association seeks to honor one top undergraduate paper focusing on the work of speaking centers or labs. Papers in this competition are theory based with an applied focus and may be reflexive in nature.

The Outstanding Tutor Award

This award is presented to the person who has demonstrated excellence as a tutor in a Communication Center. Considerations include quality of assistance, dedication, knowledge, creativity, and unique contributions. No more than two nominees per institution may be nominated in a given year. Nominees may be either undergraduate or graduate students (as of May 1st of the nominating year).
Special Thanks

To all those whose efforts, dedication and encouragement make all the difference.

Officers, past and present, of the NCA Communication Centers Section

Reviewers for submissions and awards for NACC 2011

Past hosts for NACC annual conferences

University of Richmond administrators, faculty, staff and students:

Rachael Beanland
Linda Caperton
Elizabeth Chenery
Kerrie Clarke
Elizabeth DeMarco
Rick Glass
Rebecca Kretchman
Elizabeth McCann
Kirsten McKinney
Katie Mitchell
Sarah Muse
Printing Services staff
Samantha Quig
Kim Ray
Bob Rodgers and catering services
Christine Schwartz
Dominique Simon
Ben Sommerfeld
Michael Spear
Bryn Taylor

Conference theme proposed by Ben Sommerfeld

Cover inspired by Christine Schwartz and designed by Kirsten McKinney