

Critical and Creative Thinking:

The Foundation for Effective Business Communication



Association for Business Communication—Southeastern U S Region

March 18-20, 2010

Renaissance at Ross Bridge

Birmingham, Alabama

Thursday, March 18, 2010

5:30-7:30 pm	Reception	Clubhouse Terrace
(In case of inclement weather, the reception will be held in Pelham.)		

Friday, March 19, 2010

7:30 am	Registration Table Opens	Bessemer
7:30-8:30 am	Continental Breakfast	Bessemer
8:30-9:20 am	Welcome <i>Betty S. Johnson, ABC Executive Director, Stephen F. Austin State University</i>	Mountain Brook
Keynote Address <u>Critical</u> Thinking: One Piece of the Foundation for Effective Business Communication <i>Marcel M. Robles, Professor, Eastern Kentucky University</i>		
9:30-11:00 am	Off-Site Tour <u>Creative</u> Thinking: One More Piece of the Foundation for Effective Business Communication <i>Meet at Front Door of Hotel <u>Promptly at 9:30</u> for Carpool to Southern Living for Test Kitchen and Tour</i>	Meet at Front Door
11:15-12:00 noon	<i>"Ask Your Officers...."</i> Your ABC Officers will discuss the exciting things going on in ABC right now! <i>Deborah Valentine, President, Emory University</i> <i>Geraldine E. Hynes, First Vice President, Sam Houston State University</i> <i>Jim Dubinsky, Past President, Virginia Tech</i> <i>Betty S. Johnson, Executive Director, Stephen F. Austin State University</i>	Mountain Brook
12:05-1:20 pm	ABC-SE Luncheon – Fun, Food, Prizes!!	Brock's (Downstairs)
1:30-5:00 pm	Concurrent Sessions Listed on Next Few Pages	

Mountain Brook				Bessemer		
Time	Session	Presentation Title and Presenter	Presentation Abstract	Session	Presentation Title and Presenter	Presentation Abstract
1:30-1:55	1A	Added Value: Business Professionals' Resume Critiques <i>Barbara D. Davis, The University of Memphis</i>	This presentation discusses a resume critique activity within one initiative that a business school in a metropolitan research institution implemented in an attempt to give their students that competitive edge. Business professionals were involved in the resume critiques. Information about the initiative and the resume activity will be presented along with the results of the critiqued resumes.	1B	Can Using a Simple Checklist Improve Student Grades in Business Communication? <i>Michelle Johnston, Loyola University</i>	I tested <i>The Checklist Manifesto</i> theory in Business Communication. For years I have posted evaluation forms on Blackboard that I use to grade student assignments, but I have never made students do anything with the forms. This semester I am revising these evaluation forms to become "Checklists." Each student now has to print the checklist, fill it out, and turn it in with each assignment (memo, sales letter, speech). My hypothesis is that grades, when using checklists, will significantly improve. I will share the research and preliminary results from this semester's checklist experiment.
2:00-2:25	2A	Employment Communication Update: SHRM Poll Results <i>Barbara D. Davis, The University of Memphis</i>	This presentation provides an overview of the Society of Human Resource Management (SHRM) Poll Results pertaining to interview dos and don'ts for job seekers. Information from the poll results will be discussed and compared to information provided in current textbooks as well as to students' self-reported interviewing behaviors.	2B	Pain You Cannot Explain <i>Clark Ford, Retired, Middle Tennessee State University</i>	Millions of dollars are lost each year in business and industry because of absenteeism and low production due to pain. This does not take into account the cost in personal suffering. New descriptions of pain have developed over the years and many doctors do not have a clue as to the cause of the pain. Carpal tunnel, arthritis, fibromyalgia are just some terms often applied to pain without any real evidence of the causes. This presentation attempts to give participants some insight into their own discomforts, and perhaps, pains their students are experiencing.
2:30-2:55	3A	The Ivory Tower of Babble: Working with Instructors as Well as Students to Solve the Problem <i>Linda P. Willis, Georgia State University</i>	College students lack skill in using formal Standard English to perform professionally in speaking or writing situations they will face in the workplace. Use of personal handheld hardware, social networking sites and idiomatic language play one role. However, students' inaccurate word choices and ignorance of syntax and grammar are being reinforced by people with whom they interact most frequently. Unfortunately, some of us on the college faculty can be numbered in this group. Let's help each other help students.	3B	Developing an "Entrepreneurial Mindset" in Business Communication Courses <i>Mark A. McKnight, University of Southern Indiana</i>	This session will use a workshop format in order to assist participants in implementing entrepreneurship into course structure, projects or specific assignments as a means of teaching business communication practices. Participants will review and discuss potential advantages and disadvantages of entrepreneurship as a lens for teaching business communication, as well as possible strategies and pitfalls and course assessment and evaluation practices. Participants are invited and encouraged to bring along copies of current course syllabi, projects, assignments, lesson plans or course learning materials as discussion points.

Mountain Brook				Bessemer		
3:00-3:25	4A	A Visual Presentation of Punctuation Usage: How Students Can Avoid the Comma Splice and the Fused Sentence through Illustrations <i>Zahra Karimipour, Oklahoma City University</i>	<p>Twenty-three years of teaching the comma splice and the fused sentence revealed to me that non-English majors will understand the comma splice and the fused sentence and will avoid them if the instructor teaches these sentence faults through plain language—free of grammatical jargons—and illustrations.</p>	4B	Emotional Intelligence and Emerging Norms of Civility for Mobile Phone Use in Public Situations <i>Peter W. Cardon, University of South Carolina; Bryan Marshall, Georgia College & State University; Ephraim A. Okoro, Howard University;</i>	<p>We describe our research stream about civility and mobile phone use. In particular, we describe a portion of our dataset related to perceptions about (a) appropriate use of mobile phones in formal and informal meetings, (b) impact of mobile phone use on work productivity and relationships, and (c) expectations about appropriate time frames to return text, email, and phone messages. We show the relationships between emotional intelligence and these various perceptions about mobile phone use. We conclude with our future research agenda in this area, suggestions for researchers who are pursuing this area, and implications for teaching business communication.</p> <p><i>Melvin Washington, Howard University; Dan Norris, McNeese State University; Volkan Altintas, Akdeniz University, Turkey</i></p>

3:25-3:35

Coffee/Soda/Cookie Break in Foyer

3:35-4:00	5A	"I Did Good on the Job Interview!": Aspects of Grammar and Mechanics that Our Students Still Don't Know <i>Geraldine E. Hynes, Sam Houston State University</i>	<p>The business communication course is not a course in Developmental English. Yet, we complain that our students cannot write a grammatically correct sentence, let alone a report. To determine the extent of students' deficiencies, we administered a pre-course diagnostic test in grammar and mechanics to 315 students last semester. The results will be presented in 11 categories. Then, we will describe several successful strategies for improving students' understanding of grammar and mechanics rules.</p>	5B	A Teachable Moment: Using Anonymous Dropbox Postings from a Web-Enhanced Business Communication Course to Stimulate Classroom Discussions Regarding Performance Appraisals in the Workplace <i>K. Virginia Hemby, Middle Tennessee State University</i>	<p>Adding a Suggestion Box as a mechanism for encouraging students to anonymously evaluate my Business Communication course (the flow, content, textbook, assignments) seemed like a good idea. Students could post constructive feedback with the guarantee of anonymity to the Suggestion Box. The first postings could be described as representative of typical student complaints regarding excessive homework, too much work in general.... However, as the semester continued, student postings grew more derogatory and venomous, with specific personal attacks being levied against the instructor. Were these postings representative of Generation Y or was something more malicious and insidious involved? This session will showcase the students' postings to the Suggestion Box, the instructor's responses, and the manner in which this uncomfortable situation was transformed into a teachable moment for the Business Communication students.</p>
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Mountain Brook				Bessemer		
4:05-4:30	6A	Best Practices for Supporting Student Writing <i>John Selvidge, Emory University</i>	Effective written communication is consistently cited as one of the key criteria for success in the business world, but how best to teach effective writing in a business school environment can often seem like a puzzling prospect. From its humble beginnings in 1994 until now, the story of our Business Writing Center has been one of continuing sustainability, increased engagement with the Business School community, and mutual education across disciplines. Please join us for a dynamic conversation as we discuss some of the strategies, teaching practices, and mentoring philosophies central to our success in providing an outcome-driven service for both students and faculty.	6B	"Gather Round the Fire and I'll Tell You a Tale": Using the Art of Storytelling to Teach Business Communication <i>Juli Rosenbaum, Baylor University</i>	Everyone loves a good story. And it does not necessarily have to be a true story as long as it includes interesting characters, vivid images, and a good storyteller to draw the listener into its realm. Because almost no one can resist listening to a good story, teachers in business communication courses can use storytelling as a powerful tool in two ways: they can enhance the student learning experience during the course, while also creating a heightened sense of classroom community; and they can better prepare these students to develop the skills needed to tell their own stories once they are in positions of influence and leadership themselves.
4:35-5:00	7A	Applications of the Classical Rhetoric Principle of "Audience Awareness" to Grantsmanship <i>Paul Eduard Tuttle, David H. Murdock Research Institute (DHMRI)</i>	This presentation will explore what "audience awareness" means in the contexts of grant writing, business writing, and contemporary and classical rhetoric. Insights will apply to business writing instructors' theoretical understanding of and pedagogies of grant writing, both of which have become increasingly important as graduate students and advanced undergraduates have begun participating more often in internships at nonprofits, institutions of higher education, and governmental agencies.	7B	Leader Language: A Practical Exercise in Using Motivating Language <i>William Sharbrough, The Citadel</i>	Come to this session to learn how to use motivational language to fire up those students!

Saturday, March 20, 2010

7:30 am Registration Table Opens

Foyer

7:30-8:30 am Continental Breakfast

Foyer

8:30-8:55 am **Southeast ABC: A Visioning Exercise**

Mountain Brook

William Sharbrough, ABC-SE Regional Vice President, The Citadel

Visit with other members to shape the vision of ABC-Southeast's future. This session will be interactive with groups of participants discussing aspects of the future of our regional organization and then reporting back to the entire group. Your Regional VP will report the session results to the ABC Board and use them to shape the future of our Southeast Region to better serve our members' needs.

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Time	Session	Presentation Title and Presenter	Presentation Abstract	Session	Presentation Title and Presenter	Presentation Abstract
9:00-9:25	8A	Unlocking Critical Strategic Communication and Thinking through Community Partnerships <i>Deborah Britt Roebuck, Kennesaw State University; Ray Crockett, Coca Cola North America</i>	Come learn how one business professor joined hands with members of a local chapter of the Public Relations Society of America to create and deliver a strategic MBA organizational communication course. In this session, you will find out how we designed the course, how we involved business leaders, and how we determined what assignments would achieve our overall learning objectives. You will understand why students believe "this...has been the most valuable class that I have taken during my MBA experience."	8B and 9B	A Different Place: The Multicultural Classroom <i>Deborah Valentine, Emory University</i>	Entire Session from 9:00-9:55 How do we create a family of learners in our classrooms when we are faced with students from vastly different cultural background? In this informative session, you will view a DVD called "A Different Place: the Multicultural Classroom." Afterward, we will discuss implications of building community in the classroom to improve student learning outcomes. Entire Session from 9:00-9:55
9:30-9:55	9A	Improving Teamwork through Critical Thinking <i>Christine Heuring, Texas State University</i>	One of the learning goals at our University is to acquire and use the skills needed for effective teamwork and to understand the importance of group dynamics in achieving organizational goals. This paper reviews how the Business Communication faculty have designed a team project to achieve this goal. The project culminates in a team presentation. However, the self-reflection, critical thinking component is a memo report in which each student analyzes the team communication and group dynamics of his/her team using the concepts from the textbook. The student's report concludes with each student listing personal recommendations for future teamwork.			

9:55-10:05

Coffee/Soda/Cookie Break in Foyer

Mountain Brook				Bessemer		
10:05-10:30	10A	Are School of Business Mission Statements Congruent with AACSB? <i>William (Bill) Hargrave, University of Georgia</i>	This study used text analysis to examine the standards of AACSB and the mission statements of 40 colleges of business through the lens of David and Roger Johnson's elements of cooperative learning (Positive interdependence, Individual accountability, Group processing, Social skills and Face-to-face interaction) to determine their congruency in regards to recommendations of teamwork.	10B	Business/Professional Writing and Service-Learning: Looking Back Over Two Decades of Research <i>Jim Dubinsky, Virginia Tech</i>	In my presentation, I'll review the literature of service-learning over the past two decades. In so doing, I will provide tentative answers to difficult questions such as (1) Does service-learning pedagogy "fit" our discipline and our students more effectively than others? (2) Does service-learning have a defined social value? And if so, what relevance does that value have for our discipline? I'll conclude by positing some future directions for research in the next decade.
10:35-11:00	11A	Read Well to Write Better <i>Linda P. Willis, Georgia State University</i>	Knowing how to read effectively is the only way to develop business information literacy competencies. Some basic information processing skills I have identified over the past eight years provide a process that can be internalized and applied to everything a person reads. Reading is not fun nor is it fundamental – reading is crucial for the survival of an informed citizenry.	11B	The All-Night Communication Café: Creating Community and Enhancing Learning in the Classroom through Social Networking Sites <i>Juli Rosenbaum, Baylor University</i>	Many college-level instructors structure business communication courses in a discussion-based, experiential format and expect students to actively participate, or perhaps even teach, in classroom sessions. One of the essential components to the success of this workshop-style structure is high energy level among students and a strong sense of comfort on their part in communicating openly and truthfully with instructor and fellow classmates. But, how does one create such a sense of community?

11:05-12:00 noon **My Favorite Assignment (Part 1)**

Bessemer

Lead Presenter: *Fiona Barnes, University of Florida*

How to Improve Student Writers' Critical Thinking Skills with the Data-Information-Knowledge-Action Model

I use the data-information-knowledge-action (D-I-K-A) model to encourage students to engage in more self-reflective reading and writing practices and to highlight the important role of higher order thinking skills, such as evaluation and synthesis, in business communication. I will also discuss the D-I-K-A model and how I use it in the classroom to improve students' business writing processes and products.

More of My Favorite Assignments (Part 2)

Roundtable Session – All ABC-SE Members Welcome to Share!

Facilitator: *Fiona Barnes, University of Florida*

Thank you for joining us at the Association for Business Communication-Southeast Conference!