2004 Graduate Quinn Shepherd Wins G.O.L.D. Award

By Laura O'Hara
Associate Professor

Quinn Shepherd has some important advice for young adults who are making their way in the world after college. “Lead with your heart.” In the near-decade since Quinn graduated from Ball State University with a degree in Organizational Communication, his heart has led him to do some extraordinary things. Perhaps that is the reason that Quinn is one of the 2013 recipients of the Ball State University Alumni Association’s G.O.L.D. (Graduate of the Last Decade) Award, which recognizes extraordinary achievements of Ball State Alumni who have graduated recently, and who have made significant contributions in the areas of public and community service, non-profit, educational, and professional organizations.

Among Quinn’s many accomplishments is his position as Partner and Executive Vice-President of Shepherd Insurance, L.L.C. Based out of Carmel, Indiana, and operating five agencies throughout the state, Shepherd Insurance is a brokerage firm that deals with many insurance companies to provide the best possible commercial and personal insurance, employee benefits, and financial products for their clients. In his role, Quinn is charged with all corporate marketing and branding, social media, corporate communications, mergers and acquisitions, as well as hiring 75-80% of the firm’s associates.

Additionally, as a representative of the “second generation” of a successful business family, Quinn must always balance the respect for company history and the continuity of solid relationships with the need to introduce innovative business practices and products. As far as Quinn is concerned, the key skill in accomplishing this balance is managing and building interpersonal relationships with partners, clients, and associates. Clearly, Quinn is an expert at exercising this skill. Since he has joined the business, revenues have jumped from $6,000,000 annually to $15,000,000 annually, earning Shepherd Insurance one of the coveted “fastest growing agency” awards in Marsh Barry’s top 100 agencies country wide.

For all Quinn’s business endeavors, it is clear that he is equally passionate about his philanthropic work, where he also uses his extraordinary interpersonal skills and “can-do” attitude to enact great change. Take for example, his most recent venture, “Saber y Gracia (Wisdom & Grace). The ministry resulted from a transformative visit to Guatemala in which Quinn visited a school operated by a teacher named Rudy, whose philosophy of “educate self, rely on self, and believe in God,” inspired nearly 300 students in poverty to change the conditions of their lives by “learning the skills necessary to lift themselves up.”

KATHY DENKER RECEIVES OSCLG FEMINIST TEACHER-MENTOR AWARD

By Morgan Summers, MA ’13

When I first read the call for nominations for the Organization for the Study of Communication, Language, and Gender (OSCLG) Feminist Teacher-Mentor award, I immediately thought of Dr. Kathy Denker. The award, given annually at the annual conference of OSCLG, is given to someone who “exemplifies the feminist ideals of caring, commitment, and community power-sharing.” This award is usually given to only one person every year, but this year, the award committee decided to honor both Dr. Denker and Dr. Cheris Kramarae of the University of Oregon. It is a tremendous honor for Dr. Denker to be given this award, as historically, award recipients are usually at the Associate or Full Professor level, and Dr. Denker is still an Assistant Professor.

During my time at Ball State University, I had the opportunity to work with Dr. Denker in many capacities. I took classes from her, worked as one of the graduate teaching assistants she supervises, later became her Assistant Basic Course Director, and she directed my thesis project. I could think of specific examples in my own experience of Dr. Denker exemplifying each of the feminist ideals mentioned in the award. I will share one example of each to shed light on why I nominated her.
On November 9, the Debate Team held their first alumni reunion at the BSU Alumni Center. Organized by Assistant Director of Debate Nicole Johnson, over a dozen former debaters and more than 30 “friends of debate” were in attendance. The festivities included a silent auction, dinner, and a public speaking competitions. Three debate alum dating back to sixties shared their memories about former Debate Coach and Speech Professor Dr. David Shepard, who recently passed away. The team plans to host a reunion bi-annually.
Social Network with BSU Comm

Have you been looking to connect with the Department of Communication Studies in all areas of your life? Well, some recent developments are making that possible! Instead of just employing social media experts in the classroom and teaching successful social media techniques in lectures, our department has decided to practice what we preach and actually establish a strong social media presence! As of August, our department has both a Twitter and Facebook account. While we are lucky enough to keep in close contact with all of our students and many of our alumni, we realize the benefit of maintaining these social media sites as well. In fact, a recent *Wired* article claims that social media sites are great at creating and maintaining a community of current and former students that is informed and updated. That is our hope for both of the pages. We plan to use Twitter and Facebook for keeping our current students up-to-date on departmental happenings, deadlines and announcements. We think alumni will enjoy keeping abreast of departmental events and we hope they will chime in with updates of their own. We love to hear about the successes of our alumni. And we know all students—current and former—will enjoy the informative articles about communication found on the sites. The professors in us can’t resist a teaching moment! Please take a minute to search for us on Facebook (Ball State Department of Communication) and follow us on Twitter (@BSUCOMM). As always, we’re open to feedback so if you have any ideas for the sites, please email Kristen McCauliff (klmccauliff@bsu.edu). We look forward to hearing from you!

KATHY DENKER | continued from page 1

There are so many examples I could share of Dr. Denker’s caring nature. One particularly rough day, I found myself on the verge of tears, but didn’t want to cry in front of the other graduate students. I walked to Kathy’s office and asked her if I could just have a safe space to cry for a minute. She welcomed me in without hesitation, shut the door, and sat with me for the next hour—sometimes in silence as I cried, other times listening to me talk and then providing helpful advice. I know that she had many other things that she could have been doing, yet she took the time to sit with me and make sure I was okay.

I also know how committed Dr. Denker is to her students. During my thesis process, she provided comments on countless drafts, meeting with me after each draft to go over her feedback. I really struggled with the style of writing needed for my thesis when I first started. I made some of the same mistakes over and over again. She never gave up on me, and helped me see the project through to its completion.

In the graduate classroom, Dr. Denker illustrates the final feminist ideal of community power-sharing. I knew that when I walked into her classroom, my ideas and observations would be valued. I watched as she changed aspects of our course in the middle of the semester after giving us the opportunity to give her anonymous feedback about the course. Her responsiveness to the class feedback made me feel like my voice mattered.

Overall, Dr. Denker is a phenomenal teacher and mentor. This was abundantly clear to me during my time at Ball State, which is why I nominated her for the OSCLG Feminist Teacher-Mentor award this summer. However, as I’ve left Ball State and have been navigating my first semester of my PhD program, Dr. Denker continues to be my mentor, providing me with advice and support as I encounter unfamiliar situations, or just have a bad day.

From left to right: Megan Getter MA ‘14, Lisa Carlson MA ‘14, Kathy Denker, Morgan Summers MA ‘13, and Jumah Taweh MA ‘14 at the 2013 OSCLG Awards Reception held at Michigan Technological University in Houghton, MI.
Master’s Class of 2013 Thesis Profiles

Every year the second year master’s students all have a big decision to make between writing a thesis or taking comprehensive exams. In the class of 2013, five students chose to write theses. Although every thesis is different, the process of completing a thesis is the same for all master’s students in the Communication Studies department. After selecting a topic, students choose a faculty advisor, as well as two additional faculty members to serve as committee members. Once the student confirms the committee, the next step is to write a prospectus, which includes a rationale for the topic, as well as a literature review and a preliminary methodology. After completing the prospectus, the student then defends the prospectus before his or her committee. Once a student has passed his or her defense, the student is then eligible to register for thesis hours, which count as graded graduate credit. After registering for thesis hours, the student is then responsible for collecting data through a variety of means, depending on their thesis topic. Finally, after months of work, the thesis culminates with a final defense in front of the student’s committee, as well as other members of the faculty members.

Scarlett Hester

Thesis Title:
Lost in Masculinity: A Critical Rhetorical Analysis of the TV Series Lost

Overview:
In this project, I did a critical rhetorical analysis while utilizing ABC’s hit TV series, LOST, as my text. In particular, I analyzed the characters Kate Austen and James “Sawyer” Ford’s gendered performances on the series and how they were received by the other survivors on the island. Overall, I was looking for the implications of masculine gender performances, and when a female (for Kate) enacts masculinity, how that affects others (the survivors) perception of her. And then for Sawyer, I was interested to see how he would be perceived if he diverged from the stereotypical expectations of masculine performance.

Why did you choose this project?
I chose this topic because I am interested in analyzing the media and am also a fan of LOST, so it seemed natural to utilize the series as my text. Plus, the show is critically acclaimed, has a complicated plot, and a diverse group of characters. I chose to look at the depiction of masculinity because that is a concept I became interested in researching through my coursework and semester papers.

What was the most rewarding part of the thesis experience?
The most rewarding part of this experience was pushing myself as an academic writer. I would have never thought that I could complete a study to the capacity I did. But also, I thoroughly enjoyed working with my entire committee (Glen Stamp, Carrie Shue, and Kristen McCauliff). They were all very supportive and were part of what made the experience so enjoyable and rewarding.

Meg Tully

Thesis Title:

Overview:
Basically, I continued my academic tradition of writing about the television shows to which I am addicted (New Girl) and the ones that make me angry (Girls). I analyzed both series from a third-wave feminist perspective, looking at how each one portrayed its respective lead character, Jess and Hannah, and how each series portrayed funny women in general. I ultimately argued that Jess on New Girl represents a much more promising feminist icon than Hannah on Girls. This is mainly because Jess is driven by self-love and self-confidence while Hannah is so defined by her self-hatred that she becomes difficult for viewers to relate. Most disappointingly, I found that female-driven sitcoms use humor as a weapon to discipline its characters.

Why did you choose this project?
I debated between quite a few thesis ideas, which all centered on television and gender because those have been my academic and personal obsessions for years. Around the time Bridesmaids opened in theaters, I noticed that several media outlets revived the old “Are women funny?” debate, and Bridesmaids’ success led to a huge wave of female-created and female-dominated sitcoms. I became really interested in how these female-dominated sitcoms could potentially change the landscape of television, giving a comedic voice to an often ignored population.

What was the most rewarding part of the thesis experience?
Most of all, I absolutely loved working with Kristen McCauliff. Theses present an amazing opportunity to work closely with a few of our faculty members, who constantly tell you how smart and wonderful you are, while carving out your own niche in academia. That said, it was also incredibly rewarding to see the finished product and know that you created it.
Master’s Class of 2013 Thesis Profiles

Elena Chudnovskaya

Title:
The Experience of Danish Business Expatriates in Russia: Cross-Cultural Communication Study

Overview:
Today Russia plays an important role in global economy development and attracts a lot of multinational companies, who establish their subsidiaries there. Many foreign investors send their representatives, business expatriates, to develop their businesses in Russia. The knowledge of cultural and communication specifics in Russia is very important for the success of those business personnel. This study has presented an in-depth picture of Danish business expatriates’ experience in Russia. Qualitative interviews with eight Danish business expatriates were conducted to examine and compare cultural and communication norms in Denmark and Russia. The results were analyzed using the cross-cultural theories of Hofstede and Minkov. The findings revealed that communication norms in Russia differ significantly from those in Denmark on two cross-cultural dimensions: Power Distance and Indulgence versus Restraint.

Why did you choose this project?
I had more than 10 years of professional experience working at Danish Global companies in Russia. The general policy of the companies was to send Danish representatives from the Headquarters - business expatriates - to hold top managerial positions in Russia. I was always curious why there are so many differences between two European countries, but I had no chance to analyze that before.

What was the most rewarding part of the thesis experience?
I had a great chance to talk with great and positive people, my participants. I felt my study would really help business expatriates to feel more comfortable in Russia. I was also able to analyze cultural specifics of my home, Russia, and it enhanced my general knowledge and understanding of my own country. I learned a lot about the historical background, and the culture and communication of my country and it helped me to understand Russia better. That is a great feeling!

Title:
Morgan Summers

Using Formative Assessment to Show Our Students We Care: The Effect of Student Response Systems on Perceptions of Instructor Traits in a Large-Lecture Classroom

Overview:
In this project, I looked at student perceptions of i>clicker use in the classroom, their perceptions of some of their instructor’s communicative traits, such as nonverbal immediacy and caring, as well as measures of their affective and cognitive learning. I was able to use Structural Equation Modeling to see how they were related to each other. In essence, using such response systems in the large-lecture classroom does matter, influencing learning as well as perceptions of instructor communicative traits. The literature shows that these traits also influence course evaluations. Essentially, my project took a stab at detangling the interrelated constructs that happen simultaneously in the classroom.

Why did you choose this project?
This project started as a final course paper for Dr. Kathy Denker’s COMM 690 class (Instructional Communication) during my first semester in the program. I presented that version of the paper at CSCA in the spring. The chair of my panel, Dr. Jayne Henson of the University of Dayton, spoke with me after about ways I could expand my project by using path analysis—a particular form of Structural Equation Modeling. It pretty much took off from there.

What was the most rewarding part of the thesis experience?
Seeing myself improve as a writer and scholar from my first semester in the program to the last was definitely rewarding. It was also rewarding to see the finished project bound, and have something to show for many months of hard work. I grew so much as a writer and scholar through the process and that has been invaluable to me. There were times I had done things differently but those things helped me learn. I also learned about research and scholarship in general, and those lessons are some of the most salient of my time at Ball State.

Title:
Katie Sroufe

“I Don’t Wanna Talk About It”; Reintroducing Taboo Topics in Romantic Dating Relationships

Why did you choose this project?
I knew I wanted to write a thesis about romantic relationships. So, in as many classes as possible, I would test out various topics that interested me regarding romantic relationships by writing different research papers about each enticing topic. Through all of my classes, I found that I was writing several papers about subjects that are often times considered topics that are difficult to discuss. So, after talking with Dr. Carrie Shue, we were able to discover my interest in “taboo” topics. I did some research regarding taboo topics and found that there is a lot of research about various taboo topics in romantic relationships, but there was one article that enticed me more than the others, and that was an article about reintroducing taboo topics. For such a well-written piece of literature, I found it odd that no one followed up the study. So, I had a meeting with Dr. Carrie Shue and Dr. Glen Stamp, and we decided that the three of us, and Dr. Laura O’Hara, should be the individuals who follow up the study.

What was the most rewarding part of the thesis experience?
My writing grew an enormous amount. If you enjoy writing, you may recognize that there is no better feeling than that of turning in a well-written paper. The sense of accomplishment one gains from completing a writing project is unlike any other, and I found that feeling to be one of the most rewarding aspects of writing a thesis. Having a tangible stack of paper that you researched, wrote, and edited, that you’ve worked on for a full year is truly an accomplishment that I encourage others to recognize when they write one.
Fall 2013 Debate Update

The BSU Debate team has had a busy and productive fall. Here are some highlights from recent events:

**October 11-12 @ Anderson University**

1st Place Traditional Format Team: Grey Harris / Trey Hudson
2nd Place Traditional Format Team: Dakota Wappes / Mark Rose
1st Place Traditional Format Speaker: Dakota Wappes
2nd Place Traditional Format Speaker: Mark Rose
3rd Place Traditional Format Speaker: Grey Harris
3rd Place Public Forum Team: Sarah Stockton / Jake Irven
4th Place Public Forum Team: Nelson Rhoades / Jazzy Benson
4th Place Public Forum Speaker: Sarah Stockton
5th Place Public Forum Speaker: Nelson Rhoades

**October 25-26 @ the University of Dayton**

1st Place Varsity Crossfire Team: Rachel Harned / Sarah Stockton
2nd Place Varsity Crossfire Team: Taylor Miles / John Massingale
4th Place Varsity Crossfire Team: Mark Rose / Dakota Wappes
5th Place Varsity Crossfire Team: Allyson Gruell / Marie Prevost
2nd Place Varsity Crossfire Speaker: John Massingale
1st Place Varsity Crossfire Speaker: Taylor Miles

**November 8-9 Ball State University**

1st Place Traditional Format Team: Dakota Wappes / Mark Rose
1st Place Traditional Format Speaker: Dakota Wappes
3rd Place Traditional Format Speaker: Mark Rose
4th Place Traditional Format Speaker: Grey Harris
1st Place Public Forum Team: John Massingale / Taylor Miles
3rd Place Public Forum Speaker: John Massingale

From Left to Right:
Jazzy Benson, Quintin Thompson, Allyson Gruell, Mark Rose, Marie Prevost, Grey Harris, Casie Haflich, Trey Hudson, Nelson Rhoades, Sarah Stockton, John Massingale, Taylor Miles, Dakota Wappes, Rachel Harned, Jake Irven, and Catherine Gamino.
The BSU Speech team was quite busy during the Fall 2013 semester, traveling to many tournaments and also competing on campus. Here are the results of their efforts:

### Fall 2013 Speech Update

#### November 2 @ Bradley University
- **1st Place Novice Persuasive Speaking:** Dayna Arnett
- **1st Place Impromptu Speaking:** Andrew Neylon
- **2nd Place After Dinner Speaking:** Andrew Neylon
- **3rd Place Pentathlon:** Andrew Neylon
- **3rd Place Duo Interpretation:** Berkley Conner / Andrew Neylon
- **3rd Place Novice Informative Speaking:** Megan Melton
- **3rd Place Oral Interpretation:** Huy Pham
- **4th Place After Dinner Speaking:** Berkley Conner
- **5th Place After Dinner Speaking:** Andrew Neylon
- **Semi Finalist Informative Speaking:** Andrew Neylon
- **Semi Finalist Extemporaneous Speaking:** Andrew Neylon
- **Semi Finalist Poetry Interpretation:** Huy Pham

BSU earned a 3rd Place Overall Team Sweepstakes out of 47 schools.

### October 26 @ Purdue University
- **1st Place Quadrathon (Individual Sweeps):** Huy Pham
- **1st Place Informative Speaking:** Andrew Neylon
- **1st Place Duo Interpretation:** Berkley Conner / Andrew Neylon
- **1st Place Program Oral Interpretation:** Huy Pham
- **1st Place Rhetoric Criticism:** Huy Pham
- **2nd Place Persuasive Speaking:** Becca Houser
- **2nd Place Program Interpretation:** Berkley Conner / Huy Pham
- **2nd Place Informative Speaking:** Becca Houser
- **2nd Place After Dinner Speaking:** Berkley Conner
- **3rd Place Dramatic Interpretation:** Ankit Patel
- **4th Place Persuasive Speaking:** Ankit Patel
- **4th Place Extemporaneous Speaking:** Ankit Patel
- **4th Place Impromptu Speaking:** Huy Pham
- **4th Place Novice Persuasive Speaking:** Megan Melton
- **5th Place Persuasive Speaking:** Maggie Voss
- **6th Place Interpretation of Prose:** Macrea McGuire

BSU earned 2nd place Overall Team Sweepstakes out of 12 schools.

### November 2-3 @ Bradley University
- **1st Place Novice Persuasive Speaking:** Dayna Arnett
- **1st Place Impromptu Speaking:** Andrew Neylon
- **2nd Place Pentathlon:** Andrew Neylon
- **3rd Place Duo Interpretation:** Berkley Conner / Andrew Neylon
- **3rd Place Novice Informative Speaking:** Megan Melton
- **3rd Place Oral Interpretation:** Huy Pham
- **4th Place After Dinner Speaking:** Berkley Conner
- **5th Place After Dinner Speaking:** Andrew Neylon
- **Semi Finalist Informative Speaking:** Andrew Neylon
- **Semi Finalist Extemporaneous Speaking:** Andrew Neylon
- **Semi Finalist Poetry Interpretation:** Huy Pham

BSU earned a 3rd Place Overall Team Sweepstakes out of 47 Schools.
This fall three faculty members and four graduate students traveled to Michigan Technological University in Houghton, Michigan for the 2013 Organization for the Study of Communication, Language, and Gender Conference. The faculty members and graduate students all presented papers or participated in panels.

Angela Day
Assistant Professor
Panel:
Writing and Narrative Pedagogy: Learning about Gender through Reflection and Dialogue
The purpose of this panel is to explore approaches to classroom writing as a way of teaching and learning about gender and diversity. Panelists will share best practices from their teaching and will also invite the audience to share their own practices. Kathy Denker also participated in the panel, along with Jane Jorgenson (U of South Florida), Tammy Jeffries (U of South Florida), Jimmie Manning (Northern Illinois), and Kimberly Parker (Bellarmine University).

Kathy Denker
Assistant Professor
Mommy’s Internal War and the Fight Against Internalized Norms: Stigma and Motherhood
My research presentation was an extension of my original dissertation project that looked at how couples co-constructed work-life concerns. For this project, I have started looking at how working mothers and fathers both (self-) monitor and (self-) marginalize performances of motherhood, this is really still much of a work in progress. The project comes from my larger work on couples’ co-constructed work-life concerns, but turns the focus really on mothers as this section was really left unexplored in my earlier work.

Lisa Carlson
MA ’14
Communication as Immaterial Labor: An Interdisciplinary Feminist Examination of Emotional and Affective Labor
This study seeks to integrate the social scientific notions of Hochshild’s (1983) emotional labor with the literary/political theory of affective labor to expand possibilities for feminist praxis within communication studies. The broad Marxist ideas of affective/immaterial labor can further the political implications of the already-compelling feminist discourse of emotional labor.

Megan Getter
MA ’14
Doing Laundry: Performances of Class and Gender in the Laundromat
Using Goffman’s theory on the presentational self, my study explores everyday performances in a laundromat. I take a critical interpretative approach to understand the performances of gender and class in the laundromat. I conducted ethnographic observations as a full member and include autoethnographic observations to enrich the findings. The laundromat is a unique space where gender and class are neutralized as people are performing a private chore in a public space. This study fills a gap in public space and ethnographic literature devoid of laundromats.

AnnaBeth M. Fish
MA ’14
We’re Women, Not Girls: Stereotypes, Stigma, and Sisterhood in Women’s Colleges
In the U.S. for those who continue their education beyond high school, there are many types of educational institutions to choose from. Once the norm, single-sex education is now considered by many to be archaic. This presentation examines the experiences of women’s college graduates in coed graduate programs.

Marcy Meyer
Associate Professor
Give Her Your Voice
This essay is an autoethnographic narrative written by Marcy, who spends her spring break in New Hampshire visiting her best friend’s mother, Kana, who has breast cancer that has metastasized to her brain. During her visit, Marcy helps Kana by typing up an autobiographical poem that Kana has written in her journal. From this experience, Marcy learns a number of important lessons about living and dying with grace. In writing this narrative, Marcy conveys the emotion-laden reality of losing Kana, who has been a strong, positive female role model throughout Marcy’s life. Marcy employs poetic structures as a crystallizing device, inscribing her embodied experience in multiple genres. In performing this narrative in front of an audience at OSCLG, Marcy hopes to open up a discursive space in which both she and audience members can reconnect with loved ones whom they have lost.

Jumah Taweh
MA ’14
Let It Grow Naturally: The Emergence of “Going Natural” and the Rhetorical Situation
This paper explores the rhetorical situation of going natural. Growing up as a minority in a Eurocentric society presents many challenges. One commonality most young girls share is getting their hair done. Utilizing Sesame Street’s character, Shirley and Lloyd Bitzer’s rhetorical situation, the phenomenon of natural hair is explored.
Events

DECEMBER
Thursday | 12
Seasonal Carry-In Lunch Gathering
LB 356 11:00 AM – 2:00 PM

Friday | 13
Holiday Seasonal Peace Dinner

Saturday | 14
BSU Fall Commencement
Worthen Arena, 10:00 AM

JANUARY
Sunday | 5
Football: BSU vs. Arkansas State
GoDaddy Bowl
Mobile, AL 9:00 PM

Monday | 6
Spring Semester begins

Saturday | 18
Individual Events Tournament
Butler University

Friday – Sunday | 24-26
Individual Events Tournament
Gorlock Gala @ Webster University

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| Editor and design |
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| Advisor |
Glen Stamp, Department Chair

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