



NEWSLETTER

Spring 2009

Mark Your Calendar!

MCA Annual Conference - Saturday, October 10, 2009
Community College of Baltimore County – Essex Campus
Essex, Maryland

Welcome from the MCA President

Dear Maryland Communicators,

I hope that you are off to a great start this spring semester. In some cultures, spring marks the beginning of the “New Year” as a period of rebirth and renewal. I find this beautiful tradition especially appropriate this year. It’s a busy time for us all, but I hope you will take a few minutes to read through MCA’s 2009 newsletter and perhaps set an intention to make 2009 the year that you get more involved in the professional organization that brings together communication professionals and students from around the state.

First Vice President Donna Rongione is off and running in her planning for the fall 2009 conference. The conference will be held at the Essex Campus of the Community College of Baltimore. Please read the article on the last page of this newsletter to learn more about the 2009 MCA Conference from Donna.

The newsletter you are reading was made possible by the hard work and dedication of Jennifer Kafka Smith, MCA’s Immediate Past President. Jennifer stepped forward, as she often does, when our former editor was unable to continue in the position. Jennifer has also temporarily taken on the responsibility of updating and maintaining the MCA website. We need help in these areas, so if you are interested in helping out please contact me: (Rose.Piskapas@montgomerycollege.edu).

Finally, I’d like to welcome our two new executive board members, Second Vice President, Barbara Reuben-Powell, and Secretary, Linda Di Desidero. With only four months as MCA Executive Board members, they have already made significant contributions to MCA. We are grateful to have them aboard.

Again, I wish you all a beautiful spring and a happy and peaceful New Year.

Sincerely,
Rose Piskapas



Rose Piskapas
2009 MCA President

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2008 MCA Conference – Successfully “Looking Ahead”

by Rose Piskapas, 2009 MCA President

Thank you to everyone who helped make the 2008 MCA Conference at the Universities at Shady Grove such a success. My sincere thanks go to the MCA Executive Board, the University of Maryland Communication faculty and students, the Shady Grove event and conference planning team, and my colleagues at Montgomery College, who graciously filled several needed roles at the last minute. A special thanks to Dr. Stewart Edelstein, Executive Director of the Universities at Shady Grove. He made it happen when we requested the use of the Shady Grove facility. Without all of your help and dedication, the conference would not have been possible. Our official count for the 2008 conference was 108, including 40 students, and MCA’s roster has grown to 99 members for 2008/2009.

For those members who were unable to attend, let me mention the highlights of the program. The conference theme, “Looking Ahead” guided our program planning. In order to increase student involvement, we initiated a student scholarship program named for the Founders and past leaders of MCA. We offered scholarships so that students could attend the conference simply by joining MCA.

As Keynote Speaker, Dr. Brad Mello, Associate Director of Educational Initiatives for the National Communication Association, gave an interesting presentation on the integration of technology and teaching in the communication classroom. The discussion following the presentation highlighted the challenges faced by both faculty and students regarding the use of technology.

Dr. Stewart Edelstein gave an informative talk that addressed the commonly asked question “What are the Universities at Shady Grove?” He explained that USG is a unique education and training facility that offers over 60 graduate and post graduate programs from 9 different institutions within the University of Maryland System. After lunch, conference attendees were offered a tour of the New Camille Kendall Academic Center. It is the largest green higher education building in the state of Maryland, and one of the first USM buildings to achieve Leadership in Energy and Environmental Design (LEED) Gold certification through the U.S. Green Building Council.

The morning session of the conference included concurrent “Great Ideas” sessions for both faculty and students. You’ll find the “GIFTS” for faculty right here in the newsletter so that you can try out the lessons even if you didn’t attend. In the afternoon, we had a panel discussion for students titled “Learning beyond the Classroom.” For faculty we had sessions titled “Technology Talk” and “Evolving Issues in Communication Studies.”

Through the conference evaluations, we learned that most participants enjoyed the increased student involvement and the basic format of the program. Suggestions included longer sessions, a request that students be allowed to attend either student or faculty sessions, and that we find ways to increase adjunct faculty involvement. Thanks for the feedback. We will certainly review these and all other suggestions for next year.

Help Wanted - “MCA Liaisons” for 2009!

As the MCA Liaison for your institution, you will:

- distribute information about MCA to colleagues at your campus
- serve as a contact person between MCA’s Executive Board and your institution

If you are interested in representing your institution, please contact:

Barbara Reuben-Powell, 2nd Vice President

barbara.reuben-powell@montgomerycollege.edu



Jennifer Kafka Smith
Immediate Past President
Newsletter & Web Editor

Editor's Note

Our newsletter provides an opportunity to share the Great Ideas for Teaching Students (GIFTS) presentations from the 2008 conference. Thank you to the presenters and congratulations on your contribution to the conference and this issue of the MCA newsletter.

If you have information you'd like to share with the MCA membership in the spring 2010 newsletter issue, please forward your contributions to: mca@marylandcomm.org. Please include "Newsletter" in the subject line of your message.

Our quest continues for a new web editor and newsletter editor. If you have questions about either set of responsibilities, please contact me (jksmith@ccbcmd.edu) or Rose Piskapas, 2008-9 MCA President (Rose.Piskapas@montgomerycollege.edu).

Regards,
Jennifer Kafka Smith

The University System of Maryland is seeking Articulation Committee Members

This message was submitted by Tracey Jamison, Director of Articulation and Enrollment Services with the University System of Maryland and Keynote Presenter at the 2007 MCA Conference:

A group is now forming to discuss issues related to transfer, articulation and barriers to transfer between Maryland public institutions. If you would like to be included in these conversations and participate in upcoming meetings, please contact Tracey Jamison, Director of Articulation and Enrollment Services with the University System of Maryland at tjamison@usmd.edu, or 301.445.1996. Two year and four year faculty and advisors are welcome to participate.

Here's your chance to advance Communication in Maryland!

MCA is looking for new members to join the 2010 Executive Board

2nd Vice President for 2009-2010

Key Responsibilities:

- membership communication & coordination of liaisons
- other tasks as assigned by the President
- attend all 6 Executive Board meetings

Interested persons should contact Rose Piskapas, MCA President

Rose.Piskapas@montgomerycollege.edu



“unConventional” Communication within State Associations -

NCA report from Rose Piskapas

“Is your state association in a rut? Been doing things the same way without the results you anticipated? Are you seeing membership numbers dwindle and attendance at your annual state conference reduced to a mere few?”

These questions were posed in an abstract by Dr. Jeffrey Tyus, Immediate Past President of the Ohio Communication Association (OCA), as he prepared his presentation for the 2008 NCA pre-convention session titled **“unConventional Strategies for Reviving and Re-energizing Struggling Associations”**. MCA’s Immediate Past President, Dr. Jody Morrison, and I presented with Dr. Tyus in this timely and thought provoking seminar. During the presentation, Jody and I detailed what we called “A Back-to-Basics Approach to Reorganization” based on our experience as members of the MCA Executive Board.

The day-long seminar, which was sponsored by the Florida Communication Association (FCA), provided a forum for participants to highlight challenges and share strategies for strengthening state communication associations. Jody and I were both struck by the similarity of issues facing the state organizations in attendance.

To give you an idea, here is a partial list of **challenges** mentioned by most, if not all, attendees;

1. No one wants to take leadership positions
2. Have to beg people to create a panel and/or to present
3. Involvement in the association limited to particular institutions
4. Low student involvement

5. Web presence weak
6. Low membership and participation in conferences
7. Financial issues/costs are high
8. Communication problems (Now that’s an interesting one!)

It was beneficial to hear how other associations have handled the very same issues that MCA has confronted over the years. We were encouraged to find that MCA has adopted some strategies similar to other institutions, such as increasing student involvement through scholarships, encouraging non-participating institution involvement, and adjusting conference formats. Some of our own strategies including focusing on leadership recruitment, the “Liaison Program”, and the “Help Wanted” ad were helpful and interesting to participants. The MCA Executive Board will continue to study the “unConventional” strategies we discovered at the NCA conference.

Jody Morrison attended the States Advisory Council’s annual meeting which is held during the NCA conference. The States Advisory Council (SAC) is responsible for uniting communication associations across the country. Each state representative gives an annual report to the council including member statistics and a conference overview. Jody suggests that MCA become more actively aware of what’s going on in the advisory council so that we can strengthen our connection to both NCA and to other state associations. Next year’s Immediate Past President, Jennifer Kafka Smith, will represent MCA at the council’s meeting during the 2009 NCA Conference in Chicago.

CALL for G.I.F.T.S. 2009 ... Great Ideas For Teaching Students

Watch the Maryland Communication Association website (www.marylandcomm.org) as the conference approaches. MCA will be looking for **gifted** educators to share their ideas for teaching across the discipline. Email your GIFTS submissions to the Executive Board at:

mca@marylandcomm.org

Please include **“GIFTS”** in the Subject line of your message.

2009 Maryland Communication Association Executive Board



Get To Know ... New MCA Executive Board Members

Barbara Reuben-Powell is an adjunct faculty at Montgomery College and an alumni relations manager at INROADS, Inc.- a nonprofit professional development organization that prepares minority college students for leadership through multi-year internships with Fortune 1000/500 companies. INROADS Internships are rated among the Top 10 in the U.S.

Barbara began her professional career as a high school teacher and, for the past 15 years, has worked in various education-related capacities in the areas of population and health communication, international development, and community outreach - in the Caribbean, Africa, Central America and the U.S. She holds a BA in Mass Communications from the University of the West Indies and an MA in International Education from George Washington University.

Linda Di Desidero is an associate professor and acting director of the Communication Studies & Professional Writing program at the University of Maryland University College.

She teaches courses in communication theory, sociolinguistics, and technical writing. She holds a Ph.D. from Northwestern University and an Ed.M. and B.A. from Rutgers University.

FYI - Eastern Communication Association

100th Annual Convention
April 22-26, 2009
Sheraton Society Hill
Philadelphia, PA

Visit www.ecasite.org for details!



GIFT: “Using Magazines to Understand and Complete an Audience Analysis”

Stacey A. Peterson, Ph.D., College of Notre Dame of Maryland

Objective: To assist students in how to creatively conduct a thorough audience analysis as they develop their speech outlines and prepare for public speeches.

Courses: Hybrid/Introduction to Communication, Public Speaking or any course including a formal presentation.

Introduction

Students throughout their academic careers and in many cases in their professional careers will be faced with the challenge of giving a formal presentation to a particular audience. Since public speaking still continues to be one of the things that most people fear, even more than death (Peterson, 2007; Wallace, Wallechinsky, & Wallace, 1983), they tend to spend a lot of their preparation time on research and assuaging their anxiety. Of course, these elements, and many others are essential to presenting an effective and well thought-out speech. But many students gloss over or even omit the time that should be devoted to analyzing their audience of listeners. Audience analysis provides the speaker with information about the people who will be listening to his/her talk. It allows the speaker to know the best ways to adapt his/her talk so it has the highest possibility of reaching the greatest number of audience members. Audience analysis provides the speaker with a means for outlining and organizing his/her speech, provides a clarity of what information to include, gives ideas about what tone the speech should take and what the speaker's ultimate objective should be (Adler, & Rodman, 2009).

Assignment

This assignment usually takes 15-20 minutes of group time and then about another 10 minutes for debriefing. This assignment can be used just as the instructor is addressing the audience analysis subject matter during the course. Students are broken into groups (these can be random groups or presently

existing groups). Each group is then given a magazine to peruse. Each magazine is different. Instructors can pick up a variety of magazines from the library or use their own. If an instructor uses his or her own magazines, students can actually get a glimpse into some characteristics and even some personality traits of their instructor. If that element is uncomfortable for the instructor, then it is suggested that he/she find another source for the magazines that will be used. Members of the group should spend their time going through the magazine articles, pictures, advertisements, and other elements. Through this process, they should be working to determine the typical reader of this magazine. In other words, they should be analyzing the audience of this magazine. Elements determining a magazine's readership are extremely similar to those comprising a speech audience.

Students are required to cull out the Demographics (race, ethnic background, gender, age, group memberships, number of readers, socio economic status, etc.) and Psychographics (attitudes, beliefs, and values) of the readership. They should brainstorm and discuss these elements until they have come to some consensus. They should be as thorough and specific as possible so they have as complete a picture of the readership (audience) as they can. Each group should identify a member to take notes and be the speaker during the debriefing segment.

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Using Magazines to Understand and Complete an Audience Analysis, continued

Debriefing

After the allotted time, students are to report on their conclusions to the rest of the class. The instructor should have the students give the name of the magazine and list as many of the audience characteristics as they can. The instructor should write them on the board for everyone to see and encourage members of other groups to ask questions, contribute their own suggestions, agree, or disagree.

Appraisal

Students should have a long list of characteristics and should be as descriptive as they possibly can be. Students should be able to support their conclusions by referencing the magazine. So, their conclusions should be sensible and realistic. So, to have a description like, “women aged 60 and over who enjoy knitting, are liberal to moderate in their political opinions and who retired from white collar industries and enjoy time with their grandchildren,” should be along the lines of what they should be presenting. Once all of the characteristics and summaries have been completed, we’ll see if we can all agree that they’re “right.” Students are then encouraged to use this same descriptive and evaluative style when analyzing the audience that they will be presenting to for their individual speeches. Since an outline is a part of this assignment, they should be mindful of using this type of evaluation and clarity when completing their outlines and preparing for their speeches.

Limitations

The assignment is a lot of fun and allows the students to use the elements of conducting an audience analysis as well as those of group problem solving. One of the limitations of this assignment is that without getting an annual report or media kit from the magazines, it’s a bit tough to determine if they are exactly right in their conclusions. But, it is similar to the assumptions one makes in an audience analysis, so a speaker is rarely 100 percent correct in their assessment. Like an audience analysis, this encourages students to take time and think about their listeners. It’s important to know as much as you possibly can about a group before addressing them but you can’t know everything. Students should not assume that they can spend 20 minutes analyzing the audience that they will be addressing and that will suffice. They should be clear that this assignment is a representation of what they should be doing, with a lot more research and description.

Suggested Readings

- Adler, R. B. & Rodman, G. (2009). *Understanding human communication*. New York: Oxford University Press.
- Peterson, S. (2007). Towards curtailing speaker anxiety via impromptu speaking and oral interpretation. *Communication and Theater Association of Minnesota Journal (Fall, 2007)*.
- Wallace, A., Wallechinsky, D. & Wallace, I. (1983). *The book of lists*. New York: Morrow.



GIFT: “Broken Squares”

Toby Rabbin, Montgomery College

- Goals:** To analyze certain aspects of cooperation in solving a group problem
To sensitize the participants to some of their own behaviors which may contribute toward or obstruct the solving of a group problem.
- Group Size:** Any number of groups of 6 participants each. There will be 5 participants and an observer.
- Time Required:** 15 minutes for the exercise and 15 minutes for discussion
- Materials:** Desks or tables at which to piece together the squares
A blackboard, whiteboard, or flip chart
On set of instructions for the group of 5 participants and 1 for the observer
One set of broken squares for each group of 5 participants
- Physical Spacing:** Tables should be spaced far enough apart so the various groups cannot observe the activities of other groups.
-

Process

Begin with a whole-class discussion of what is essential in successful group cooperation. List the suggestions on the board. Basic suggestions the facilitator may want to elicit from the group are these:

- Each person should understand the total problem.
- Each person should understand how he/she can contribute to solving the problem.
- Each person should be aware of the potential contributions of other members.
- Each person needs to recognize the problems of the others in the group to be able to aid them in making their maximum contributions.

Instructions

- When the preliminary discussion is finished, choose an observer for each group. Give each observer a copy of “Instructions for the Observer.”
- Ask the 5 group members to distribute the envelopes in their group packet but not to open the envelopes until told to do so.

- Distribute a copy of “Instructions for the Group” to each group.
 - Read the instructions out loud to all the groups and answer or ask questions to ensure understanding.
 - When all the groups have completed the task, debrief the exercise.
 - Focus on how each member felt as well as what actually happened.
 - Ask the observers for comments and what they noticed.
 - Have participants relate this experience to “real-life” situations.
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This exercise is adapted from *Communication Patterns in Task-Oriented Groups* by Alex Baveles.

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Broken Squares, continued (2 of 3)

Instructions for the Observer

1. Make sure everyone follows the rules:

- No talking or pointing or any other kind of communicating among the 5 participants.
- Participants may give pieces to other members but may not take pieces from others.
- Participants may not simply throw their pieces into the center for others to take. They have to give the pieces directly to one person.
- It is permissible for a member to give away all his/her pieces even if he/she had already formed a perfect square.

2. Observe what is happening and look for the following:

- Who is willing to give away pieces of their puzzle?
- Did anyone finish his/her puzzle and then “divorce” themselves from the struggles of the rest of the group?
- Is there anyone who continuously struggles with his/her pieces yet is unwilling to give some or all of them away?
- How many people are actively engaged in mentally putting the pieces together?
- Periodically, check the level of frustration and anxiety. Who is really upset?
- Was there any critical turning point when everyone in the group began to cooperate?
- Did anyone try to violate the rules by talking or pointing as a means of helping fellow members solve their puzzles?

Instructions for the Group

In the packet are 5 envelopes, each containing pieces for forming squares. Give one envelope to each group member.

The task of your group is to form 5 squares of equal size. The task will not be completed until each person has put together a perfect square the same size as those made by the other group members.

Follow these specific limitations during this exercise:

- No one may speak.
- No one may ask for a piece or in any way signal that someone should give you a piece.
- Any member may give pieces to other members.

Begin the exercise when you are given the signal to do so.

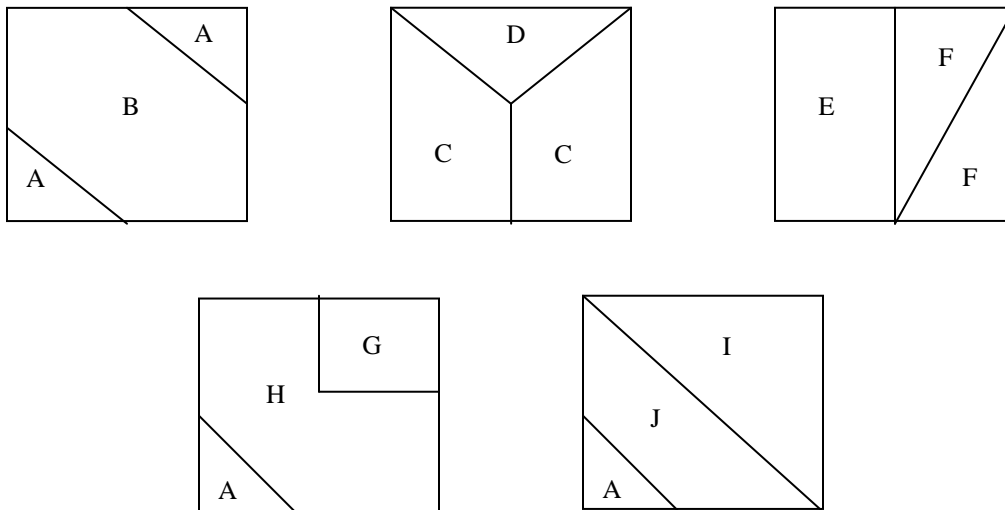
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Broken Squares, continued (3 of 4)

Directions for Making a Set of Squares

A set consists of 5 envelopes, each contains pieces of cards or paper that have been cut into different shapes and which, when properly arranged, will form 5 squares of equal size. One set should be given to each group.

To prepare a set, cut out 5 cardboard (or paper) squares of equal size, approximately 6” x 6”. Place the squares in a row and mark them as below, penciling the letters a, b, c, etc., lightly so they can be erased later.



The lines should be so drawn so that, when cut out, all pieces marked “a” will be of exactly the same size, all pieces marked “b” will be the same size, etc. By using multiples of 3”, several combinations will be possible that will enable participants to form one or two squares, but only one combination is possible that will form five 6” x 6” squares.

After drawing the lines on the squares and labeling them with letters, cut each square as marked.

Mark 5 envelopes A, B, C, D, E. Place the pieces in the envelopes this way:

- Envelope A has pieces i, h, e
- Envelope B has pieces a, a, a, c
- Envelope C has pieces a, j
- Envelope D has pieces d, f
- Envelope E has pieces g, b, f, c

Erase the penciled letter from each piece and write, instead, the corresponding envelope letter. This will make it easy to return the pieces to the proper envelope for subsequent use after the groups have completed the exercise.

GIFT: “Illustrating Symbolic Interactionism Through the Game of Pictionary”

Lori J. DeWitt, Ph.D., Salisbury University

Goal: Through this exercise, students will be able to participate in a mini-experiment designed to demonstrate how we hold shared images or symbols that we use to create meaning.

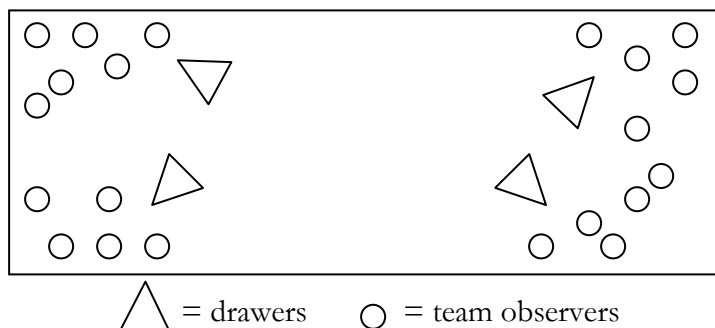
Rationale: Though we may often tell students about the symbolic nature of communication, allowing students to see and experience for themselves how this works through a vivid demonstration can help students understand the concept and have a memorable example to draw on.

Supplies: Four legal pads, four black sharpie markers, and a stack of pictionary playing cards or index cards with words/phrases like MTV, American dream, network, success, first date, family, etc.

Directions:

Most people are familiar with the game of Pictionary where the object is to get your team to say a word or phrase by drawing clues, much like a graphic version of charades. In this version the class is divided into four teams. The key difference in this version of the game is that, instead of taking turns drawing for your team; each team’s drawer will all draw at the same time in an effort to get their team to say the word or

phrase first. In other words, all four drawers get the same word/phrase to draw and they are trying to get their team to say that word/phrase first. Proper room set up is essential. You want to put each team in a separate corner of the classroom with the drawers in the middle of the room with their backs to each other like so:



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Illustrating Symbolic Interactionism Through the Game of Pictionary, continued

With each round of the game another team member becomes the drawer. After the room is set and the rules explained, call the first four drawers to the center of the room and allow one of them to draw the first card. If they are using Pictionary playing cards with multiple words/phrases, I allow the person who picked the card to pick the one they will all use. They show the card to the other drawers without speaking or exposing the card to the any team members who will be guessing. At your signal all four drawers begin to draw facing their team. No letters or numbers can be included in the drawings and the drawers cannot act out or mouth any words or actions. When a team is the first to guess correctly the team gets a point. The team with the most points at the end of the game wins. I usually provide mini candy bars as a reward for the victorious team. At the end of each round, I collect the drawings and stack them with the playing card so that I can later identify what word/phrase those drawings were meant to depict.

While the game itself is fun, the real learning takes place after the game is over. Because I usually teach in 50-minute class sessions, I do the analysis of the drawings in a separate class period. In the time between class sessions, I assign the students to read the section in our text about Symbolic Interactionism. I also use this time to scan the drawings and put all four drawings for the same word/phrase on the same PowerPoint slide so that we can easily examine the drawings as a class. However, if this is impractical, the sets of drawings could be divided up between small groups for analysis.

Explanation and Typical Results: What becomes apparent very quickly is the similarities between the drawings-to the point that some are almost identical to the others. For example, when drawing “MTV”, I have had all four drawers draw a box with two antennas and a music note. I ask the students how this could happen when the drawers did not discuss their drawing plans with each other nor could they see what the others were drawing because they had their backs to each other? They quickly come to the conclusion that we all have similar images in our minds. We then go on to discuss the values or meanings of some of the images. For example, when asked to draw “The American Dream”, none of my students drew a house and a car. I explain that for my parents and my generation that was a commonly held symbol. This leads to speculation about how symbols can change over time as a reflection of new values or experiences, yet some symbols become so iconic (the TV with antenna) that even though it is no longer a part of our daily experience it is still a commonly held symbol. The students also see from some of the drawings that when the drawer had a different image in their mind than their audience, communication was difficult or unsuccessful. I then go back to the tenants of Symbolic Interactionism and ask the students to evaluate the theory based on this experience. I have found that this “experiment” leaves a lasting impression which students reference even months later.



GIFT: “Metamorphosis: Becoming Communications Entrepreneurs”

Sarah Joy Verville, University of Baltimore

Goal: In a communications course that I teach at the University of Baltimore, the goal of my course project is to provide Communications majors with the opportunity to metamorphose into communications entrepreneurs. This is accomplished through a series of activities whereby students use oral and written communication skills to finally break the educational cocoon and emerge as fully functioning entrepreneurs. Whether students select to become a freelance writer, a media or advertising consultant, marketing or public relations specialists, or an online communications expert, each stage in the activities brings the students closer to the day when they can function and take off on their own.

Rationale: Every dedicated professor hopes to see his or her students succeed. There is an increasing demand nationally for contract and freelance communications specialists for small businesses, making career choices for communication students incredibly diverse. This project assists students in honing their communications skills in an appropriate area of interest, giving them the confidence to embark on a related career.

Directions & Explanations: Students complete a series of activities in three stages:

Stage One

Gathering Information and Selecting an Area of Specialization

In this stage, students explore the communications entrepreneurship that seem attractive to them. They learn how to conduct an interview in order to obtain information and advice. Next, the students conduct an actual interview with successful entrepreneurs in their area of interest. They learn firsthand about the opportunities and challenges they will face as entrepreneurs, as well as the resources needed, the competition they will face, and the eventual rewards. With this information in hand, students then focus on the development of their own communications business. To do this, they answer a set of five questions. Their responses to these questions make up their informal business plan.

Stage Two

Developing Identity Pieces and Business Documents

Next, the students work on producing identity pieces for their new entrepreneurship. This includes creating a name for their enterprise, developing a logo, and creating a business card and letterhead to visually communicate their type of service. In addition, students become familiar with and develop their own client questionnaires, creative briefs, job estimates or proposals, and an invoice on their letterhead.

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Metamorphosis: Becoming Communications Entrepreneurs, continued

Stage Three

Creating a Real-World Communications Project and Setting up a Communications Business

The students are now ready to put their communications skills to work. They find a potential client, and using what they have learned in various communications classes, they develop a real-world project for this client. Doing this, the students make good use of critical thinking skills as they analyze how to best handle their situation. The students also gain more expertise in developing marketing strategies and giving client presentations. Finally, in working on their project, they learn how to relate to a client and meet their communications needs, while practicing good customer service.

Typical Results:

Students who have participated in this project have found it to be a truly rewarding experience. The project answers for them the age-old question, “What can I do with a major in communications?” In our class discussions and by following the progress of what fellow students accomplish, they see the career possibilities available to them. Once they complete their first professional job, they gain the confidence to embark on their own career in the communications arena. Many of the students do continue working as a freelance or a full-time professional in the business they started, fulfilling the goals of the class project, and becoming successful entrepreneurs.

Awards for 2009!

MCA is announcing the following awards, to be presented at the 2009 MCA Conference:

- 1) **MCA Founders Scholarship**
Presented to a Communications student nominated by Maryland faculty.
- 2) **MCA Liaison of the Year Award**
Presented to the MCA Liaison who best connects MCA to their institution
- 3) **MCA Adjunct of the Year Award**
Presented to an adjunct instructor in recognition of their teaching and commitment to the institution and their students



MCA Annual Conference Date and Place Are Set

Save the date! The annual MCA conference is scheduled for Saturday, October 10, 2009. Join us on the Essex campus of the Community College of Baltimore County for a day of community, learning, and sharing.

Feedback from the 2008 conference about the sessions designed specifically for student members was positive. We will continue to offer these educational and networking opportunities to students as they prepare for their careers.

One of our repeat sessions, Great Ideas for Teaching Students, was also a popular success and has taken on a life of its own! We will once again be seeking educators who can share their ideas about activities and exercises that support a variety of communication related subjects. Be on the lookout

for our “Call for G.I.F.T.S.” as the conference date approaches.

Keep watching the MCA website for updated announcements about the conference content and activities. Your suggestions are always welcome, so if you have an idea, please contact us during these planning stages.

We look forward to welcoming you to CCBC-Essex in October. For more than 50 years, CCBC has been an integral part of the community, servicing a diverse student population. Partner campuses to Essex are Catonsville and Dundalk. Activities are also offered at extension centers in Hunt Valley and Owings Mills. The campus is only a short distance from White Marsh attractions, including White Marsh Mall and The Avenue. Make a weekend of it!

Newsletter Contributors

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Sarah Joy Verville, University of Baltimore