

INTRODUCTION



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And So It Goes: An Introduction to Volume 2 of the *Journal of Communication Pedagogy*

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With the publication of Volume 2 of the *Journal of Communication Pedagogy* (*JCP*), I think it is safe to say that communication pedagogy has found its home. As part of the larger instructional communication education umbrella and similar to, yet distinct enough from, its related subdisciplines such as basic course scholarship, the scholarship of teaching and learning, and critical communication pedagogy (Myers, 2018), the articles published in this volume of *JCP* demonstrate the three forms through which communication pedagogy can emerge. That is, whether communication pedagogy centers on the systematic study (i.e., Original Research Studies), reflection (i.e., Reflection Essays), or identification of teaching practices (i.e., Best Practices) across communication curricula, the end result is that communication pedagogy acts as a vehicle through which teaching effectiveness can be improved, strengthened, or even realized, with the goal of enriching—in some way—the educational lives of instructors and students and assisting instructors, students, and classmates in the development and maintenance of productive and satisfying communication relationships with and among each other.

Just as important, however, is that communication pedagogy acts as a conduit through which instructors can learn from one another. One way in which this learning can be accomplished is by asking instructors to share their ideas about the course content that should or might be included when designing a particular communication course, which is the purpose of this volume's Teaching Forum. In 2009, Bertelsen and Goodboy surveyed 148 four-year colleges and universities to identify the courses offered by Communication departments. They found that although these institutions collectively offered 32 courses, the most frequently offered courses were interpersonal, group, and organizational communication; persuasion; public speaking; intercultural communication; communication theory and research methods; and argumentation and debate. Based on their findings, in concert with consulting *JCP*'s editorial board members about the courses taught at their own schools, I selected 12 Communication courses for inclusion in the Forum and solicited volunteers from among the *JCP* editorial board to write an article about each of these courses. Each article highlights the foundational and content areas

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that should be taught to students enrolled in the course, offers two or three applied assignments, and discusses the specific teaching challenges associated with the course.

With the publication of Volume 2, I would like to thank my five associate editors, the editorial board members of both Volumes 1 and 2, and all the authors whose work has appeared in *JCP*. I would like to thank Patric Spence and Chad Edwards for the time, energy, and passion they spent toward making *JCP* an open access journal. I would like to thank the Central States Communication Association—particularly the 2017 Executive Committee—for providing all of us with the opportunity to create and sustain a platform for the dissemination of communication pedagogy scholarship. I would like to thank my colleagues Matt Martin, Alan Goodboy, and Joy Green for their assistance during the past 3 years.

As I finish my term as editor, I'm reminded of a phrase coined by journalist Linda Ellerbee. In her book *And So It Goes: Adventures in Television*, she explains how she came to use the phrase "and so it goes" to signify the end of each newscast:

On television, I use the phrase, "and so it goes" to end my report and my shows. . . . [S]aying "and so it goes" leaves a door open. The implication is that things are still going. The tense is present. There are possibilities. (1986, p. 254)

It is my hope that Volumes 1 and 2 have opened the door for the study, reflection, and practice of communication pedagogy. Under the guidance of incoming editor Deanna D. Sellnow, I am confident that all things communication pedagogy will still be going, the tense will remain present, and the possibilities will be endless.

And so it goes.

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