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## From the Editor

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**FROM THE EDITOR**

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*Message from the Editor*

By Anthony M. Wachs

I am happy to report that *Discourse* is both healthy and growing. We have built upon the educational vision of our previous editor, Karla Hunter, and the fruits of this should be evident in the quality of articles published in this volume. Though I am saddened to announce that my tenure as editor will be cut short because I have taken a position at Duquesne University, I am pleased to announce that Shane Semmler will be taking over as editor for volume 4. He has been a great help over this last year, and will continue to make this journal great again after its 20-year hiatus that ended in 2014.

Given the large number of debate coaches that are members of the Speech Communication Association of South Dakota, I have invited Ryan K. Clark to write on a debate topic of his choice. Ryan has done a great deal to reinvigorate the state of intercollegiate debate in South Dakota. This last year, his excellence of coaching lead his team to success at the Pi Kappa Delta National tournament. His student, Megan Wattenhofer, won the novice Individual Parliamentary Debate, and his students, Broc Hall and Nick Montieth, advanced to octafinals in novice National Parliamentary Debate.

This year's volume includes four research articles. The first, by Andie Malterud and Jenn Anderson, analyzes the relationship between self-esteem and the witnessing of weight-based stigmas in communication. The second, by Matthew H. Barton and Kevin A. Stein, examines the communication of pain to nurses. The third, by Kristopher Copeland, utilizes the narrative paradigm show how a lottery campaign in Arkansas influenced the policy-making process. The fourth article, by Rick Malleus explores the eradication of white-Zimbabwean identity by the government through newspapers.

Our section of Great Ideas For Teaching Students (GIFTS) has five articles. The first, by Colleen Arendt, discusses the use of case-studies and case-study writing in the organizational communication classroom. The second, by Claire H. Procopio, discusses assessment in the basic speech course. Next, David H. Kahl, Jr. provides an example of critical communication pedagogy to undermine hegemonic male rights activism. The fourth article, by Brent Kice, offers an activity to promote healthy virtual team work. The final article, by Jeffrey Brand, provides an activity to show how reality-based television can function as a communication learning-platform.

I would like to end by thanking all those that contributed to this volume, for it would not be possible without the hard work and dedication of the scholars and teachers of South Dakota. I will sincerely miss this community of educators.