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Author Identifications

Matthew H. Barton (Ph.D., University of Nebraska-Lincoln, 2002) is Assistant Professor of Communication at Southern Utah University and has taught and worked with students in the basic course for a number of years. Most recently, Matt was in charge of curriculum as the assistant and associate director of the Business and Professional Communication course at the University of Nebraska, Lincoln. Although Matt's primary area of research is rhetorical criticism with a focus on presidential discourse, religion and popular culture, issues of teaching pedagogy like the use of IAs in the basic course are central to his efforts as a teacher and a scholar.

Robert E. Carlson (Ph.D., Purdue University, 1978) is Professor of Speech Communication at the University of Nebraska at Omaha. Many of his publications have focused on communicative attitudes and anxiety/apprehension. His current research interests are in evaluation/assessment of public speaking and communication apprehension, particularly in the context of a lab-supported public speaking fundamentals course. In addition, he is actively involved in distance education and teaching the basic speech course internationally.

Jennifer Dalbey (MA, University of Nebraska, Omaha, 2000) is Director of Human Resources and

Training for a national sales company. She researches, develops, designs, and presents education and communication-based seminars. In addition, she taught public speaking skills at the university level for four years. Jennifer's graduate thesis focused on communication apprehension and the basic course.

Karen Kangas Dwyer (Ph.D., University of Nebraska, Lincoln, 1995) is Associate Professor of Speech Communication and Basic Course Director at the University of Nebraska at Omaha. She has authored a textbook, instructor's manual, student workbook, and several articles related to the basic communication course. Her research interests are in instructional communication, especially communication apprehension and avoidance. Her work has involved developing and teaching special public speaking classes and workshops for highly apprehensive communicators. She has co-authored a Dutch public speaking trade book. As part of a hobby, she has written three cookbooks published by St. Martin's Press.

Deanna L. Fassett (Ph.D., Southern Illinois University, 2000) is Assistant Professor and TA Coordinator in the Department of Communication Studies at San José State University. Dr. Fassett's research interests include the role of communication in shaping students' educational outcomes (such as success and failure and the promises or risks of either). She is currently undertaking a study of the role of popular media in students' decisions to become (or to avoid becoming) teachers.

Judy R. Sims (Ph.D., University of Minnesota, 1990) is Professor of Communication in the Department of Communication and Journalism at the University of Wisconsin-Eau Claire. She has taught the basic course for 12 years. Her other teaching responsibilities include Research Methods, Intercultural Communication, and Radio and TV Production. Additional research interests include the history of radio broadcasting in Greece, coverage of diverse populations in local TV news, children and television violence, and political communication.

Paul D. Turman (Ph.D., University of Nebraska-Lincoln, 2000) is Assistant Professor of Communication at the University of Northern Iowa. While at the University of Nebraska, Lincoln, Paul was the Assistant and Associate Director of the Business and Professional Communication Course. He was in charge of curriculum development and the training of graduate students and instructor assistants used in the course. Paul's area of research focuses on a combination of interpersonal communication, instructional communication, and instructional training.

John T. Warren (Ph.D., Southern Illinois University, 2001) is Assistant Professor and Director of the introductory communication course in the Department of Interpersonal Communication at Bowling Green State University. His research and teaching interests include cultural communication, whiteness, performative pedagogy, and (auto)ethnographic scholarship. He has published in several education and communication studies journals, the most recent of which include the *Interna-*

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