

# Basic Communication Course Annual

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Volume 18

Article 4

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2006

## Editor's Page

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### Recommended Citation

Titsworth, Scott (2006) "Editor's Page," *Basic Communication Course Annual*: Vol. 18 , Article 4.  
Available at: <http://ecommons.udayton.edu/bcca/vol18/iss1/4>

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## Editor's Page

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As my tenure as editor of the *Basic Communication Course Annual* comes to an end, I have a great deal of excitement about the future of communication education and basic course scholarship. Looking back on the three most recent volumes, the diversity of scholars and ideas is remarkable. Moreover, careful readings of articles found in these volumes will show that these scholars are using rigorous methods to ask and answer theoretically provocative and practically potent questions. Indeed, these volumes will add to the rich history of this journal and will also serve as a foundation from which to build as Dr. Paul Turman takes over as editor for Volumes 19-21.

I am indebted to my colleagues who agreed to serve on the editorial review board. Their willingness to review, critique, mentor, and support the scholarly efforts of others is truly amazing. I am also honored that so many wonderful colleagues opted to submit their scholarly work to the journal over the past three years.

This year's volume of the *Basic Communication Course Annual* is indicative of what I sought from this journal when I assumed the editorship four years ago. The lead article by Carlson and colleagues explores a topic central to pedagogy in the basic course: the connection between communication apprehension and classroom climate. Laura Privera has extended her program of critical pedagogy research in communication by critiquing the prevalence of Whiteness in basic

course pedagogy. Two articles, one by David and Debra Worley and the other by David Williams and Narissra Punyanunt-Carter remind us that the student should be at the center of our attention. Worly and Worley do this by exploring how the basic communication course interfaces with the first year experience; Williams and Punyanunt-Carter do this by exploring how students' voices in determining the parameters of speaking assignments can improve motivation. Durham and Jones discuss the importance of staff training by discussing the role of immediacy by undergraduate teaching assistants. Wahl and Edwards address the connection between the basic course and the larger community by examining how civic engagement can be integrated as a primary theme in the basic course. Finally, Limon, Aust, and Lippert challenge traditional assumptions of what constitutes a basic course by studying a growing demand in our discipline, the basic Organizational Communication course.

In addition to the research essays, I solicited manuscripts for two special forums to close this volume. The first forum, titled "Theorizing the Basic Course," is meant to demonstrate the theoretical richness surrounding both the "what" and "how" of the basic course. Essays in the special forum on theory demonstrate how our pedagogy and practice are driven by theoretically rich questions which cut to the very core of contemporary perspectives on communication. The second special forum, titled "Discourses of the Basic Course," is intended as a practical discussion for basic course administrators. The two articles discuss strategies used to talk about the basic course to multiple stakeholders on two different campuses.

As you read this volume of the *Annual*, I challenge you to put pen to paper and write down ideas for extending one or more of these lines of thought. I am convinced that “pedagogy research” is not only central to our mission as a discipline, but it is also central to our practice as communication professionals—as Jo Sprague so eloquently stated, our pedagogy is our praxis.

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