Basic Communication Course Annual

Volume 26 Article 17

2014

Index of Titles and Authors, Volumes 1-25

Follow this and additional works at: http://ecommons.udayton.edu/bcca

Part of the <u>Higher Education Commons</u>, <u>Interpersonal and Small Group Communication</u>

<u>Commons</u>, <u>Mass Communication Commons</u>, <u>Other Communication Commons</u>, and the <u>Speech</u>

and Rhetorical Studies Commons

Recommended Citation

 $(2014) \ "Index of Titles \ and \ Authors, Volumes \ 1-25," \textit{Basic Communication Course Annual}: Vol.\ 26\ , \ Article\ 17.$ Available at: http://ecommons.udayton.edu/bcca/vol26/iss1/17

This Back Matter is brought to you for free and open access by the Department of Communication at eCommons. It has been accepted for inclusion in Basic Communication Course Annual by an authorized editor of eCommons. For more information, please contact frice1@udayton.edu, mschlangen1@udayton.edu.

Index Basic Communication Course Annual Volumes 1-25

INDEX OF TITLES

Volume 1, 1989

- Gray, P.L. The basic course in speech communication: An historical perspective. 1-27.
- Seiler, WJ. & McGukin, D. What we know about the basic course: What has the research told us? 28-42.
- Gray, P.L. Buerkel-Rothfuss, N.L., & Thomas, R.W. A comparison between PSI and self-contained formats of instruction in the introductory speech communication course. 43-69.
- Smitter, R.D. Using plays and novels as case studies in the basic course, 70-81.
- Phelps, L.A. A unit on relationship termination in the basic course. 82-94.
- Haskins, W.A. Teaching ethics in the basic survey speech communication course. 95-105.
- Greenberg, K.J. The necessity of separating idealized accountability from realized accountability: A case study. 106-133.
- Wallace, S. & Morlan, D.B. Implications of student and instructor involvement in the basic course. 134-149.
- Smilowitz, M. & Phelps, L.A. The interaction of teacher and student social styles and learning outcomes of the basic communication course. 150-168.
- Trank, D.M. Training or teaching: A professional development program for graduate teaching assistants. 169-183.

1

Weaver, R.L., II & Cotrell, H.W. Teaching basic courses: Problems and solutions, 184-196.

Volume 2, 1990

- Pearson, J.L. & Nelson, P. The future of the basic course. 1-26.
- Bourhis, J. & Berquist, C. Communication apprehension in the basic course: Learning styles and preferred instructional strategies of high and low apprehensive students. 27-46.
- Yook, E. & Seiler, B. An investigation into the communication needs and concerns of Asian students in basic communication performance courses. 47-75.
- Schliessmann, M.R. & Haleta, L.B. The required course and the advanced student: A placement perspective. 76-88.
- Haynes, W.L. Beyond writing: The case for a speech-based basic course in a vid-oral world. 89-100.
- Troester, R.A communication based model of friendship for the interpersonal communication course. 101-120.
- Foster, T.J., Smilowitz, M., Foster, M.S. & Phelps, L.A. Some student perceptions of grades received on speeches. 121-142.
- Goulden, N.R. A program of rater training for evaluating public speeches combining accuracy and error approaches. 143-165.
- Bendtschneider, L.B. & Trank, D.M. Evaluating the basic course: Using research to meet the communication needs of the students. 166-191.
- Buerkel-Rothfuss, N.L. & Kosloski, D.L. The basic course: What do we know? What do we need to know? Where do we go from here? 192-232.
- Gibson, J.W., Hanna, M.S. & Leichty, G. The basic speech course at United States colleges and universities: V. 233-257.

Volume 3, 1991

- Verderber, R.F. The introductory communication course: The public speaking approach. 3-15.
- Pearson, J.C. & West, R. The introductory communication course: The hybrid approach. 16-34.
- Brilhart, J.L. Small group communication as an introductory course. 35-50.
- Donaghy, W.C. Introductory communication theory: Not another skills course, 51-72.
- DeVito, J.A. The interpersonal communication course. 73-87.
- Hugenberg, L.W., Owens, A.W., II & Robinson, D.J. The business and professional speaking course. 88-105.
- Trank, D.M. & Lewis, P. The introductory communication course: Results of a national survey. 106-122.
- Sandmann, W. Logic and emotion, persuasion and argumentation: "Good reasons" as an educational synthesis. 123-144.
- Braithwaite, C.A. & Braithwaite, D.O. Instructional communication strategies for adapting to a multicultural introductory course. 145-160.
- Gray, P.L. The R3A3 processing system for experiential learning in the classroom. 161-178.
- Sprague, J. Reading our own speech critiques as texts that reveal educational goals, instructional roles and communication functions. 179-201.
- Neer, M.R. & Kirchner, W.F. Classroom interventions for reducing public speaking anxiety. 202-223.
- Dawson, E.J. & Yoder, D.D. Measurement of communication motivation in public speaking: An exploratory study and scale development based on expectancy theory. 224-246.
- Buerkel-Rothfuss, N.L. & Gray, P.L. Models for graduate teaching assistant (GTA) training: The "real," the "necessary," and the "ideal." 247-268.
- Hugenberg, L.W. & Yoder, D.D. Summary of the issues discussed during the seminar on the introductory course in speech communication. 269-280.

Volume 4, 1992

- Lubbers, C.A. & Gorcyca, D.A. Academic success in the basic course: The influence of apprehension and demographics. 1-15.
- Hess, J.A. & Pearson, J.C. Basic public speaking principles: An examination of twelve popular texts. 16-34.
- Ford, W.S.Z., & Wolvin, A.D. Evaluation of a basic communication course. 35-47.
- Sandmann, W. Critical thinking is/as communication 48-71.
- Newburger, C. & Hemphill, M. Video-modeling and pre-performance apprehension: Is ignorance bliss? 72-79.
- Weaver, R.L., II & Cotrell, H.W. Directing the basic communication course: Eighteen years later. 80-93.
- Gill, M.M. & Wardrope, W.J. To say or not; to do or not—those are the questions: Sexual harassment and the basic course instructor. 94-114.
- Leff, M. Teaching public speaking as composition. 115-122.
- Isserlis, J.A. Be relevant, careful, and appropriate: Scary advice on the use of humor to the novice public speaker. 123-140.
- Whitecap, V.A. The introduction of a speech: Do good introductions predict a good speech? 141-153.
- Vicker, L.A. The use of role models in teaching public speaking. 154-161.

Volume 5, 1993

- Russell, B.W. The effect of computer-generated instructional feedback and videotape on the speaking performance of college students in the basic speech course. 1-26.
- Gray, P.L., Murray, M.G. & Buerkel-Rothfuss, N.L. The impact of perceived research and teaching competence on the credibility of a basic course director: A case study. 27-42.

Willer, L.R. Are you a REAL teacher? Student perceptions of the graduate student as instructor of the basic communication course, 43-70.

- Buerkel-Rothfuss, N.L. & Fink, D.S. Student perceptions of teaching assistants (TAs). 71-100.
- Hess, J.A. Teaching ethics in introductory public speaking: Review and proposal. 101-126.
- Beall, M.L. Teaching thinking in the basic course. 127-156.
- Murphy, J.M. The ESL oral communication lesson: One teacher's techniques and principles. 157-181.
- Rolls, J.A. Experiential learning as an adjunct to the basic course: Student responses to a pedagogical model. 182-199.
- Troester, R. & McGukin, D. The status of the introductory and advanced interpersonal communication courses at U.S. colleges and universities: A national survey. 200-220.
- Weber, D.R. Buerkel-Rothfuss, N.L., & Gray, P.L. Adopting a transformational approach to basic course leadership. 221-246.
- Hugenberg, L.W. & Yoder, D.D. Communication competence: A commentary. 247-260.

Volume 6, 1994

- Cronin, M.W. & Kennan, W.R. Using interactive video instruction to enhance public speaking instruction. 1-18.
- Cronin, M.W. Interactive video instruction for teaching organizational techniques in public speaking. 19-35.
- Jensen, K.K. & McQueeney, P. Writing as a tool for teaching public speaking: A campus application. 36-61.
- Hill, L.B. & Ragan, S.L. Literacy enhancement and writing across the curriculum: A motivational addendum. 62-69.
- McKinney, B.C. & Pullum, S.J. Obstacles to overcome in the implementation of a program to reduce communication apprehension in the basic public speaking course. 70-86.

Williams, D.E. & Stewart, R.A. An assessment of panel vs. individual instructor ratings of student speeches. 87-104.

- Buerkel-Rothfuss, N.L., Fink, D.S. & Amaro, C.A. The incorporation of mentors and assistant basic course directors (ABCDs) into the basic course program: Creating a safety net for new teaching assistants. 105-128.
- Gray, P.L. & Murray, M.G. TA mentoring: Issues and questions. 129-159.
- Willmington, S.C., Neal, K.E. & Steinbrecher, M.M. Meeting certification requirements for teacher certification through the basic course. 160-182.
- Sandmann, W. The basic course in communication theory: A shift in emphasis. 183-206.
- Cooper, P. Stories as instructional strategy: Teaching in another culture. 207-216.
- Ayres, J. & Ayres, D.M. The role of performance visualization in the basic public speaking course: Current applications and future possibilities. 217-227.
- Newburger, C., Brannon, L. & Daniels, A. Self-confrontation and public speaking apprehension: To videotape of not to videotape student speakers? 228-236.
- Santoro, G.M. & Phillips, G.M. Computer-mediated communication in the basic communication course, 237-248.

Volume 7, 1995

- Wood, J.T. Gerald M. Phillips' devotion to basic communication skills. 1-14.
- Treadwell, D. & Applbaum, R.L. The basic course in organizational communication: A national survey. 15-35.
- Mino, M. & Butler, M.N. Improving oral communication competency: An interactive approach to basic public speaking instruction. 36-58.
- Williams, G. TA training beyond the first week: A leadership perspective. 59-82.
- Yoder, D.D. & Wallace, S.P. Context vs. process: Revising the structure of the basic course. 83-99.

Dwyer, K.K. Creating and teaching special sections of a public speaking course for apprehensive students: A multi-case study. 100-124.

Morreale, S.P., Hackman, M.Z. & Neer, M.R. Predictors of behavioral competence and self-esteem: A study assessing impact in a basic public speaking course. 125-141.

Volume 8, 1996

- Kramer, M.W. & Hinton, J.S. The differential impact of a basic public speaking course on perceived communication competencies in class, work, and social contexts. 1-25.
- Williams, G. [En]visioning success: The anatomy and functions of vision in the basic course. 26-57.
- Whaley, B.B. & Langlois, A. Students who stutter and the basic course: Attitudes and communication strategies for the college classroom. 58-73.
- Spano, S. Rethinking the role of theory in the basic course: Taking a "practical" approach to communication education, 74-96.
- Hickson, M., III. Rethinking our rethinking retrospectively: A rejoinder to Spano. 97-107.
- Wood, J. Should class participation be required in the basic communication course? 108-124.
- Handford, C.J. The basic course: A means of protecting the speech communication discipline. 125-135.
- Hugenberg, L.W. Introduction to cultural diversity in the basic course: Differing points of view. 136-144.
- Goulden, N.R. Teaching communication behaviors/skills related to cultural diversity in the basic course classroom. 145-161.
- Oludaja, B. & Honken, C. Cultural pluralism: Language proficiency in the basic course. 162-174.
- Kelly, C. Diversity in the public speaking course: Beyond audience analysis. 175-184.

Sellnow, D.D. & Littlefield, R. S. The speech on diversity: A tool to integrate cultural diversity into the basic course. 185-196.

Powell, K.A. Meeting the challenges of cultural diversity: Ideas and issues for the public speaking course. 197-201.

Volume 9, 1997

- Osborn, M. Three metaphors for the competencies acquired in the public speaking class. 1-11.
- Yoder, D.D. & Davilla, R.A. Perceptions of basic communication texts: Factors in student learning and textbook adoption decisions. 12-36.
- Jensen, K.K. & Lamoureux, E.R. Written feedback in the basic course: What instructors provide and what students deem helpful. 37-58.
- Yook, E.L. Culture shock in the basic communication course: A cast study of Malaysian students. 59-78.
- Heaton, D.W. The em-powter-ing of America: Using infomercials to teach persuasion and popular discourse in the basic communication course, 79-93.
- Miller, J.J. The use of simulation in the beginning public speaking classroom: Let's make it realistic, relevant and motivating. 94-104.
- Kasch, C.R. Computer-mediated learning environments: Theory and research into practice. 105-129.
- Williams, G. Two heads are better than one? Setting realizable goals in the basic course. 130-159.
- Hugenberg, L.W. & Moyer, B.S. A commentary: the basic communication course, general education and assessment. 160-179.

Volume 10, 1998

Wolvin, A.D. The basic course and the future of the work-place. 1-6.

Morreale, S.P., Hackman, M.Z. & Neer, M.R. Predictors of self-perceptions of behavioral competence, self-esteem, and willingness to communicate: A study assessing impact in a basic interpersonal communication course. 7-26.

- Lubbers, C.A. & Seiler, W.J. Learning style preferences and academic achievement within the basic communication course. 27-57.
- Quigley, B.L., Hendrix, K.G. & Freisem, K. Graduate teaching assistant training: Preparing instructors to assist ESL students in the introductory public speaking course. 58-89.
- Schaller, K.A., & Callison, M.G. Applying multiple intelligence theory to the basic public speaking course. 90-104.
- Spano, S. Delineating the uses of practical theory: A reply to Hickson. 105-124.
- Hickson, M., III. Theory and pedagogy in the basic course: A summary from Spano and Hickson. 125-132.
- Jensen, K.K. & Williams, D.E. Teaching the honors public speaking course. 133-156.
- Hugenberg, L.W. & Moyer, B.S. Commentary: The research foundation for instruction in the beginning public speaking class. 157-170.

Volume 11, 1999

- Morreale, S.P., Hanna, M. S., Berko, R.M. & Gibson, J.W. The basic communication course at U.S. colleges and universities: VI. 1-36.
- Buerkel-Rothfuss, N.L. How basic course directors evaluate teaching assistants: Social constructionism in basic course land. 37-54.
- Williams, G. & Johnson-Jones, J.M. Get your modem runnin'. Get out on the I-way: Encouraging nternet investigations in the basic course. 55-78.
- Mino, M. Will the dazzling promise blind us?: Using technology in the beginning public speaking course. 79-107.

Dwyer, K.K. & Fus, D.A. Communication apprehension, self-efficacy and grades in the basic course: Correlations and implications. 108-132.

- Cutspec, P.A., McPherson, K. & Spiro, J.H. Branching out to meet the needs of our students: A model for oral communication assessment and curriculum programs. 133-163.
- Schnell, J. Analyzing C-SPAN in the basic communication course. 164-174.
- Yoder, D.D. An idea for restructuring the basic communication course: A "time when needed" modular approach. 175-184.

Volume 12, 2000

- Titsworth, B. Scott. The effects of praise on student motivation in the basic communication course. 1-27
- Sellnow, Deanna D. & Golish, Tamara. The relationship between a required self-disclosure speech and public speaking anxiety: Considering gender equity. 28-59
- Huffman, Karla J., Carson, Christy L. & Simonds, Cheri J. Critical thinking assessment: The link between critical thinking and student application in the basic course. 60-96
- Gring, Mark A. & Littlejohn, Jera W. Assessment of the repeated speech performance as a pedagogical tool: A pilot study. 97-124
- Heisler, Jennifer M., Bissett, Susan M. & Buerkel-Rothfuss, Nancy L. An examination of male and female students' perceptions of relational closeness: Does the basic course have an influence? 125-160
- Hendrix, Katherine G. Peer mentoring for graduate teaching assistants: Training and utilizing a valuable resource. 161-192
- Worley, David W. An acrostic approach to teaching public speaking in the hybrid communication course. 193-209

Volume 13, 2001

- Hunt, Stephen K., Daradirek Ekachai, Darin L. Garaard & Joseph H. Rust. Students' perceived usefulness and relevance of communication skills in the basic course: Comparing university and community college students. 1-22
- Cox, Stephen A. & Timothy S. Todd. Contrasting the relationships between teacher immediacy, teacher credibility, and student motivation in self-contained and mass lecture classes. 23-45
- Treinen, Kristen & John T. Warren. Antiracist pedagogy in the basic course; teaching cultural communication as if whitness matters. 46-75
- Hess, Jon A. Rethinking our approach to the basic course: Making ethics the foundation of introduction to public speaking. 76-115
- Schwartzman, Roy. What's basic about the basic course? Enriching the ethosystem as a corrective for consumerism. 116-150
- Dixson, Marcia D. Teaching social construction of reality in the basic course: Opening minds and integrating contexts. 151-173
- Arnett, Ronald C. & Janie M. Harden Fritz. Communication and professional civility as a basic service course: dialogic Praxis between department and situated in an academic home. 174-206

Volume 14, 2002

- Goulden, Nancy Rost. Revising public speaking theory, content, and pedagogy: A review of the issues in the discipline in the 1990's. 1-38
- Troup, Calvin L. Common sense in the basic public speaking course. 39-59
- Hunt, Stephen K. & Cheri J. Simonds. Extending learning opportunities in the basic communication course: Exploring the pedagogical benefits of speech laboratories. 60-86

Dwyer, Karen Kangas, Robert E. Carlson & Sally A. Kahre. Communication apprehension and basic course success: The lab-supported public speaking course intervention. 87-112

- Anderson, Karen & Karla Kay Jensen. An examination of the speech evaluation process: Does the evaluation instrument and/or evaluator's experience matter? 113-163
- Janusik, Laura A. & Andrew D. Wolvin. Listening treatment in the basic communication course text. 164-210
- Johnson, Julia R., Susan M. Pliner & Tom Burkhart. d/Deafness and the basic course: A case study of universal instructional design and students who are d/Deaf in the (aural) communication classroom. 211-241

Volume 15, 2003

- Sims, Judy Rene. Streaming student speeches on the internet: Convenient and "sonnected" feedback in the basic course. 1-40
- Fassett, Deanna L. On defining at-risk: The role of educational ritual in constructions of success and failure. 41-82
- Warren, John T. Performative pedagogy, at-risk students, and the basic course: Fourteen moments in search of possibility. 83-116
- Dwyer, Karen Kangas, Robert E. Carlson & Jennifer Dalbey. Oral communication apprehension. 117-143
- Turman, Paul D. & Matthew H. Barton. Stretching the academic dollar: The appropriateness of utilizing instructor assistants in the basic course. 144-168

Volume 16, 2004

Turman, Paul D., & Matthew H. Barton, Bias in the evaluation process: Influences of speaker order, speaker quality, and gender on rater error in the performance based course. 1-35

Reynolds, Dana L., Stephen K. Hunt, Cheri J. Simonds, & Craig W. Cutbirth. Written speech feedback in the basic communication course: Are instructors too polite? 36-71

- Brann-Barrett, M. Tanya & Judith A. Rolls, Communication lab peer facilitators: What's in it for them? 72-104
- Jones, Adam C., Stephen . Hunt, Cheri J. Simonds, Mark E. Comadena, & John R. Baldwin, Speech laboratories: An exploratory examination of potential pedagogical effects on studies. 105-138
- Treinen, Kristen P., Creating a dialogue for change: Educating graduate teaching assistants in whiteness studies. 139-164
- Harter, Lynn M. Erika L. Kirby, Katherine L. Hatfield, & Karla N. Kuhlman, From spectators of public affairs to agents of social change: Engaging students in the basic course through service-learning. 165-194
- Prividera, Laura C., Assessing sensitivity: A critical analysis of gender in teaching basic communication courses. 195-229
- Edwards, Chad & Gregory J. Shepherd, Special forum on the philosophy of teaching education as communication: The pragmatist tradition. 230-246
- Rawlins, William K., Teaching and learning in the spirit of friendship. 247-260
- Modaff, Daniel P., Native virtues: Traditional Sioux philosophy and the contemporary basic communication course. 261-278
- LaWare, Margaret R., The public speaking classroom as public space: Taking risks and embracing difference. 279-291
- Sprague, Jo, Special forum on the philosophy of teaching: A synthesis and response. 272-306

Volume 17, 2005

Hunt, Stephen K, David R. Novak, Julie L. Semlak & Kevin R. Meyer, Synthesizing the first 15 Years of the Basic

- Communication Course Annual: What research tells us about effective pedagogy. 1-42
- Hayes, Javette G, Problematic student behaviors in the college communication classroom: Reviewing and re-envisioning instructional communication research. 43-93
- Rattenborg, Allison N., Cheri J. Simonds, Stephen K. Hunt, Preparing to participate: An exploration of student engagement through student work and instructors' observations. 94-133
- Wolfsen, Amy Rachelle, A study exploring the impact of two instructional paradigms on state and trait communication apprehension. 134-156
- Turman, Paul D., Implementing technology into the basic course: The influence of sex and instructional technology use on teacher immediacy and student affective learning. 157-187
- Marshall, Rodney K. & Michelle T. Violanti Individual conferences and the public speaking class. 188-217

Volume 18, 2006

- Carlson, Robert E., Karen Kangas Dwyer, Shereen G. Bingham, Ana M. Cruz, Marshall Prisbell, Dennis A. Fuss, Connected classroom climate and communication apprehension: Correlations and implications of the basic course. 1-27
- Prividera, Laura C., Suppressing Cultural Sensitivity: The role of whiteness in instructors' course content and pedagogical practices. 28-62
- Worley, David W. & Debra A. Worley, The first year experience (FYE) and the basic communication course: insights from theory and practice. 63-101
- Williams, David E. & Narissra M. Punyanunt-Carter, Speaking assignment options: Enhancing student involvement in the learning process. 102-116

Durham, Wesley T. and Adam C. Jones, Undergraduate teaching assistants and their use of nonverbal immediacy behaviors in the basic communication course. 117-147

- Wahl, Shawn T. & Chad Edwards, Enacting a pragmatist educational metaphysic through civic engagement in the basic media studies course, 148-173
- Limon, M. Sean, Philip J. Aust & Lance R. Lippert, Instructors students, managers, and the basic organizational communication course: Are we all working together or working apart? 174-209

Special Forum on Theorizing the Basic Course

- King, Janis L. Re-Focusing the basic public speaking course: Changing to an epideictic framework to create community. 210-229
- Leeman, Mark & Arvind Singhal, The basic course as social change. 230-243
- Craig, Deborah, Revising pedagogical strategies in large enrollment general education courses. 244-260
- Harter, Lynn M., Elizabeth Graham, Stephanie Norander & Daniel E. Rossi-Keen, The use of professional seminars to prepare future faculty for teaching basic communication courses. 261-282

Special Forum on Discourses of the Basic Course

- Preston, Marlene M. & Rachel Holloway, Case study of a basic course: Using sssessment to legitimize innovation. 283-302
- Titsworth, Scott, Ben Bates & Pam Kinneston, Kenneth Burke, The basic communication course, and applied scholarship. 303-315

Volume 19, 2007

Meyer, Kevin R, Cheri J. Simonds, Brent K. Simonds, John R. Baldwin, Stephen K. Hunt, Mark E. Comadena, Designing classroom management training for basic course instructors. 1-36

Broeckelman, Melissa A. Creating sites for connection in the classroom: Dialogism as a pedagogy for active learning. 37-71

- Kussart, Natalie, J., Stephen K. Hunt, Cheri J. Simonds, Learning communities in the basic communication course: Exploring students' perception of power and use of compliance-gaining strategies. 72-103
- Howe, Marlina Marie, Karen Kangas Dwyer, This influence of diaphragmatic breathing to reduce situational anxiety for basic course students. 104-137
- Stern, Lesa A. Melissa Hailer, Presentation skills: An assessment of university and career related presentations. 138-165
- Theisen, Lisa M. Roberta A. Davilla, Seeking social support among female graduate teaching assistants. 166-201

Volume 20, 2008

- Fassett, Deanna L., John T. Warren, Pedagogy of relevance: A critical communication pedagogy agenda for the "basic" course, 1-34
- Meyer, Kevin R., Stephan K. Hunt, Mark E. Comadena, Cheri J. Simonds, Brent K. Simonds, John R. Baldwin, Assessing classroom management training for basic course instructors. 35-71
- Semlak, Julie, Traditional pedagogical tools: Examining peer feedback in the basic communication course. 71-100
- Pearson, Judy C., Jeffrey T. Child, The influence of biological sex, previous experience, and preparation time on class-room public speaking grades. 101-137
- Preston, Marlene J., J. Matt Giglio, Kristin N. English, Redesigning public speaking: A case study in the use of instructional design to create the interchange model. 138-173
- Payne, Holly J., Sally O. Hastings, Grade distributions in the basic public speaking course: exploring the differences and pedagogical implications of faculty rank. 174-196

Fotsch, Paul. Race and resistance in the communication classroom. 197-230

Volume 21, 2009

- Hunt, Stephen K., Cheri J. Simonds, Brent K. Simonds. Uniquely qualified distinctively competent: Delivering 21st century skills in the basic course . 1-29
- Bingham, Shereen G., Robert E. Carlson, Karen K. Dwyer, Marshall Prisbell. Student misbehaviors, instructor responses and connected classroom climate: Implications for the basic course. 30-68
- Simonds, Cheri J., Kevin R. Meyer, Stephen K. Hunt, Brent K. Simonds. Speech evaluation assessment: An analysis of written speech feedback on instructor evaluation forms in the basic communication course. 69-96
- Morreale, Sherwyn, David Worley, Lawrence Hugenberg. Follow-up to the NCA basic communication course survey VII: Using learning. 97-134
- Prisbell, Marshall, Karen K. Dwyer, Robert E. Caarlson, Shsereen G. Bingham, Anna M. Cruz. Connected classroom climate and communication in the basic course: Associations with learning. 151-172
- Pensoneau-Conway, Sandra L. Desire and passion as foundations for teaching and learning: A pedagogy of the erotic. 173-206

Volume 22, 2010

- Child, Jeffrey T. A Life of scholarship and service to the communication discipline: Celebrating Lawrence W. Hugenberg. 1-5
- Meyer, Kevin R., Ryan R. Kurtz, Jamie L. Hines, Cheri J. Simonds, Stephen K. Hunt. Assessing preemptive argumentation in students' persuasive speech outlines. 6-38.
- Pearson, Judy C., Jeffrey T. Child, Liliana L. Herakova, Julie L. Semlak, Jessica Angelos. Competent public speaking: assessing skill development in the basic course. 39-86.

Heimann, Roxanne, Paul Turman. The influence of instructor status and sex on student perceptions of teacher credibility and confirmation across time. 87-124.

- Hao, Richie Neil. (Re)Constructing ELL and international student identities in the oral communication course. 125-152.
- Miller, John J. Student evaluations for the online public speaking course. 153-171.
- McRae, Chris. Repetition and possibilities: Foundational communication course, graduate teaching assistants, etc. 172-200.

Volume 23, 2011

- Hazel, Michael, Colleen McMahon, Nancy Schmidt. Immediate feedback: A means of reducing distracting filler words during public speeches. 1-28.
- Lawton, Bessie Lee, Mary Braz. A grade-norming exercise to increase consistency and perceived consistency in grading among public speaking instructors.29-60.
- LeBlanc, Kristen, Lori Vela, Marian L. Houser. Improving the basic communication course: Assessing the core components. 61-92.
- Meyer, Kevin R., Stephen K. Hunt. Rethinking e valuation strategies for student participation. 93-126.
- Hennings, Jennifer M. Tales of teaching: Exploring the dialectical tensions of the GTA experience. 127-171.
- Kinnick, Katherine N., Emily Holler, Marla Bell. Assessing the impact of learning communities as an alternative delivery model for the public speaking course. 172-219
- Broeckelman-Post, Melissa A., B. Scott Titsworth, LeAnn M. Brazeal. The effects of Using peer workshops on speech quality, public speaking anxiety, and classroom climate. 220-247.
- Sidelinger, Robert J., Scott A. Myers, Audra L. McMullen. Students' communication predispositions: An examination

of classroom connectedness in public speaking courses. 248-278.

Meyer, Kevin R., Ryan R. Kurtz, Jamie L. Hines, Cheri J. Simonds, Stephen K. Hunt. Assessing preemptive argumentation in students' persuasive speech outlines. 6-38.

Volume 24, 2012

- Jones, Adam C., Paul Schrodt. Students' attributions of instructor credibility as a function of instructors' out-of-class support. 1-39.
- Hodis, Georgeta M., Flaviu A. Hodis. Trends in communicative self-efficacy: A comparative analysis. 40-80.
- Sidelinger, Robert J., Brandi N. Frisby, Audra L. McMullen, Jennifer Heisler. Developing student-to-student humor, nonverbal immediacy, and self-disclosure in public speaking courses. 81-121.
- Dwyer, Karen Kangas, Marlina M. Davidson. Speech center support services, the basic course, and oral communication assessment. 122-150.
- Nelson, C. Leigh, Toni S. Whitfield, Michelle Moreau. I need help: Help seeking behaviors, communication anxiety, and communication center usage. 151-188.
- Kinnick, Katherine N., Emily Holler. Conflicting advice on oral citations in top public speaking texts. 189-223.
- Majocha, Kristen Lynn. Driveway moments: Developing syllibi according to Kenneth Burke. 224-253.

Volume 25, 2013

- Valenzano III, Joseph M. The basic course and general education, 1-37
- Thompson, Blair, Renee Robinson. Embracing and rejecting student agency: Documenting critical reflection practices in the basic communication course classroom. 38-69
- Hodis, Georgeta M. & Flaviu A. Hodis. Static and dynamic interplay among communication apprehension, commu-

nicative self-efficacy, and willingness to communicate in the basic communication Course. 70-125

- Davidson, Marlina M., Karen Dangas Dwyer. Assessment of E-textbook usage in a large public speaking program. 126-160
- LeBlanc Farris, Kristen, Chrystal D. Wotipka. Assessing the transition of student public speaking competence. 161-206
- Housley Gaffney, Amy L., Brandi N. Frisby. A new hybrid: Students' extensions of integrated
- Miyazaki, Arata, Kaori Yamada. Facing with non-nativeness while teaching: Enacting voices of international teaching assistants of basic communication courses. 245-282
- LeFebvre, Luke. Effect of goal-setting and self-generated feedback on student speechmaking. 283-329

AUTHOR INDEX BASIC COMMUNICATION COURSE ANNUAL VOLUMES 1-25

Amaro, Charlotte A. 1994 Anderson, Karen, 2002 Angelos, Jessica, 2010 Applbaum, Ronald L. 1995 Arnett, Ronald C., 2001 Aust, Philip J., 2006 Ayres, Debbie M. 1994 Avres, Joe. 1994 Baldwin, John R. 2004, 2007, 2008 Barton, Matthew H. 2003, 2004 Bates, Benjamin, 2006 Beall, Melissa L. 1993 Bell, Marla 2011 Bendtschneider, Lyn B. 1990 Berko, Roy M. 1998

Ahlfeldt, Stephanie, 2009

Bingham, Shereen G., 2006, 2009 Bissett, Susan 2000 Bourhis, John. 1990 Braithwaite, Charles A. 1991 Braithwaite, Dawn O. 1991 Brann-Barrett, M. Tanya 2004 Brannon, Linda. 1994 Braz, Mary 2011 Brazeal, LeAnn 2011 Brilhart, John L. 1991 Broeckelman-Post, Melissa, 2007, 2011 Buerkel-Rothfuss, Nancy L. 1989, 1990, 1991, 1993, 1993. 1993, 1994, 1999, 2000 Burkhart, Tom, 2002 Butler, Marilynn N. 1995

Volume 26, 2014

Berguist, Charlene. 1990

Callison, Marybeth G. 1998 Gibson, James W. 1990, 1997 Carson, Christy L. 2000 Giglio, J. Matt 2008 Carlson, Robert E., 2002, 2003, Gill, Mary M. 1992 2006, 2009 Golish, Tamara 2000 Child, Jeffrey T 2008, 2010 Gorcyca, Diane Atkinson. 1992 Comadena, Mark E. 2004, 2007, Goulden, Nancy Rost. 1990, 2008 1995, 2002 Cooper, Pamela. 1994 Graham, Elizabeth E., 2006 Cotrell, Howard W. 1989, 1992 Gray, Pamela L. 1989, 1989, Cox, Tephen A., 2001 1991, 1991, 1993, 1993, 1994 Craig, Deborah, 2006 Greenberg, Karen J. 1989 Gring, Mark A. 2000 Cronin, Michael W. 1994, 1994 Cruz, Ana M., 2006, 2009 Hackman, Michael Z. 1995, Cutbirth, Craig W. 2004 1997Hailer, Melissa 2007 Cutspec, Patricia A. 1999 Dalbey, Jennifer 2003 Haleta, Laurie B. 1990 Daniel, Arlie. 1994 Handford, Charlene J. 1996 Davidson, Marlina M. 2012, Hanna, Michael S. 1990, 1999 2013 Hao, Richie Neil 2010 Davilla, Roberta A. 1997, 2007 Harter, Lynn M. 2004, 2006 Dawson, Edwin J. 1991 Haskins, William A. 1989 DeVito, Joseph A. 1991 Hasxtings, Sally 2008 Dixson, Marcia D., 2001 Hatfield, Katherine L. 2004 Donaghy, William C. 1991 Hayes, Javette Grace, 2005 Durham, Wesley T., 2006 Haynes, W. Lance. 1990 Dwyer, Karen Kangas. 1995, Hazel, Michael 2011 1999, 2002, 2003, 2006, 2007, Heaton, Daniel W. 1997 Heimann, Roxanne L. 2010 2009, 2012, 2013 Heisler, Jennifer M. 2000, 2012 Edwards, Chad 2004, 2006 Ekachai, Daradirek, 2001 Hemphill, Michael. 1992 English, Kristin N. 2008 Hendrix, Katherine G. 1998, Fassett, Deanna L. 2003, 2008 2000 Fink, Donn S. 1993, 1994 Hennings, Jennifer M. 2011 Herakova, Liliana L. 2010 Ford, Wendy S. Zabava. 1992 Foster, Marilyn S. 1990 Hess, Jon A. 1992, 1993, 2001 Foster, Ted J. 1990 Hickson, III, Mark. 1996, 1997 Fotsch, Paul 2008 Hill, L. Brooks. 1994 Freisem, Karen. 1998 Hines, Jamie L. 2010 Frisby, Brandi N. 2012, 2013 Hinton, J. S. 1996 Fritz, Janie M. Harden, 2001 Hodis, Flaviu A. 2012, 2013 Fus, Dennis A. 1999, 2006 Hodis, Georgeta M. 2012, 2013 Garrard, Darin L., 2001 Holler, Emily 2011, 2012

Holloway, Rachel, 2006 Honken, Connie, 1996 Houser, Marian L., 2011, 2013 Housley Gaffney, Amy L., 2013 Howe, Marlina M. 2007 Huffman, Karla J. 2000 Hugenberg, Lawrence W. 1991, 1991, 1993, 1996, 1997, 1998, 2009 Hunt, Stephen K., 2000, 2002, 2004, 2005, 2007, 2008, 2009, 2010, 2011 Isserlis, Judythe A. 1992 Janusik, Laura A., 2002 Jensen, Karla Kay, 1994, 1997, 1998, 2002 Johnson, Julia R., 2002 Johnson-Jones, Joni M. 1999 Jones, Adam C. 2004, 2006, 2012Kahre, Sally A., 2002 Kasch, Chris R., 1997 Kennan, William R. 1994 Kelly, Christine, 1996 Kennick, Katherine N. 2011, 2012Kenniston, Pamela J., 2006 King, Janis L, 2006 Kirby, Erika L. 2004 Kirchner, W. Faye. 1991 Kosloski, David L. 1990 Kramer, Michael W. 1995 Kuhlman, Karla N. 2004 Kurtz, Ryan R. 2010 Kussart, Natalie J. 2007 Lamoureux, Elizabeth R. 1997 Langlois, Aimee. 1996 LaWare, Margaret R. 2004 Lawton, Bessie Lee 2011 LeBlanc Farris, Kristen 2011, 2013 Leeman, Mark, 2006

LeFebvre, Luke, 2013 Leff, Michael. 1992 Leichty, Greg. 1990 Lewis, Pat. 1991 Limon, M. Sean, 2006 Lippert, Lance R., 2006 Littlefield, Robert S. 1996 Littlejohn, Jera W. 2000 Lubbers, Charles A. 1992, 1997 Majocha, Kristen L. 2012 Marshall, Rodney, K, 2005 McGukin, Drew. 1989, 1993 McKinney, Bruce C. 1994 McMahon, Colleen, 2011 McMullen, Audra L. 2011, 2012 McPherson, Kevin. 1999 McQueeney, Pat. 1994 McRae, Chris 2010 Meyer, Kevin R., 2005, 2007, 2008, 2009, 2010, 2011 Miller, John J. 1997, 2010 Mino, Mary. 1995, 1999 Miyazaki, Arata, 2013 Modaff, Daniel P. 2004 Moreau, Michelle, 2012 Morlan, Don B. 1989 Morreale, Sherwyn P., 1995, 1997, 1999, 2009 Moyer, Barbara S. 1997, 1998 Murphy, John M. 1993 Murray, Martin G. 1993, 1994 Myers, Scott A. 2011 Neal, Kay E. 1994 Neer, Michael R. 1991, 1995, 1997Nelson, C. Leigh 2012 Nelson, Paul, 1990 Newburger, Craig, 1992, 1994 Norander, Stephanie, 2006 Novak, David R., 2005 Oludaja, Bayo, 1996 Osborn, Michael, 1997

Owens, Alfred W., II. 1991 Semlak, Julie L., 2005, 2008, Payne, Holly 2008 2010 Pearson, Judy C. 1990, 1991, Shepherd, Gregory J. 2004 1992, 2008, 2010 Siddens, Paul J. 2007 Sidelinger, Robert J. 2011, 2012 Pensoneau-Conway, Sandra, Singhal, Arvind, 2006 2009 Phelps, Lynn A. 1989, 1989, Sims, Judy Rene, 2003 Simonds, Brent 2007, 2008, 1990 Phillips, Gerald M. 1994 2009 Pliner, Susan M., 2002 Simonds, Cheri, 2000, 2002, Powell, Kimberly A., 1996 2004, 2005, 2007, 2008, 2009, 2010 Preston, Marlene M., 2006, Smilowitz, Michael. 1989, 1990 2008 Prisbell, Marshall, 2006, 2009 Smitter, Roger, D. 1989 Prividera, Laura C. 2004, 2006 Spano, Shawn. 1996, 1997 Pullum, Stephen J. 1994 Spiro, Julie H. 1999 Punyanunt-Carter, Narissra Sprague, Jo. 1991, 2004 Maria, 2006 Steinbrecher, Milda M. 1994 Quigley, Brooke L. 1998 Stern, Lesa 2007 Ragan, Sandra L. 1994 Stewart, Robert A. 1994 Rattenborg, Allison N., 2005 Theisen, Lisa 2007 Rawlins, William K. 2004 Thomas, Richard W. 1989 Reynolds, Dana L. 2004 Thompson, Blair, 2013 Robinson, David J. 1991 Titsworth, B. Scott, 2000, 2011 Robinson, Renee, 2013 Timothy s. Todd, 2001 Rolls, Judith A. 1993, 2004 Trank, Douglas, M. 1989, 1990, Russell, Bruce W. 1993 1991 Rust, Joseph H., 2001 Treadwell. D. 1995 Sandmann, Warren. 1991, 1992, Treinen, Kristen P., 2001, 2004 1994 Troup, Calvin L., 2002 Santoro, Gerald M. 1994 Troester, Rod. 1990, 1993 Schaller, Kristi A. 1998 Turman, Paul D. 2003, 2004, Schliessmann, Michael R. 1990 2005, 2010 Schmidt, Nancy 2011 Valenzano III, J., 2013 Schnell, Jim. 1999 Vela. Lori 2011 Verderber, Rudolph, F. 1991 Schwartzman, Roy, 2001 Schrodt, Paul 2012 Vicker, Lauren A. 1992 Violanti, Michelle T., 2005 Seiler, William J. (Bill). 1989, Wahl, Shawn T., 2006 1990, 1997 Sellnow, Deanna D. 1996, 2000, Wallace, Sam. 1989, 1995 2009 Wardrope, William J. 1992

Basic Communication Course Annual

Warren, John T., 2001, 2003, 2008
Weaver, Richard. L., II. 1989, 1992
Weber, Dawn R. 1993
West, Richard. 1991
Whaley, Bryan B. 1996
Whitecap, Valerie A. 1992
Whitfield, Toni S. 2012
Willer, Lynda R. 1993
Williams, David E. 1994, 1998, 2006
Williams, Glen. 1995, 1996, 1997, 1999
Willmington, S. Clay. 1994

Wolfsen, Amy Rochelle, 2005
Wood, Jennifer. 1996
Wood, Julia T. 1995
Wolvin, Andrew D. 1992, 1998, 2002
Worley, David W. 2000, 2006, 2009
Worley, Deborah A., 2006
Yamada, Kaori, 2013
Yoder, Donald, D. 1991, 1993, 1995, 1997, 1999
Yook, Eunkyong Lee (Esther), 1990, 1997
Yotipka, Crystal D., 2013