

Basic Communication Course Annual

Volume 30

Article 2


2018

Editor's Page

Joseph P. Mazer

Clemson University, jmazer@clermson.edu

Follow this and additional works at: <https://ecommons.udayton.edu/bcca>

 Part of the [Higher Education Commons](#), [Interpersonal and Small Group Communication Commons](#), [Mass Communication Commons](#), [Other Communication Commons](#), and the [Speech and Rhetorical Studies Commons](#)

Recommended Citation

Mazer, Joseph P. (2018) "Editor's Page," *Basic Communication Course Annual*: Vol. 30 , Article 2.

Available at: <https://ecommons.udayton.edu/bcca/vol30/iss1/2>

This Front 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.

Editor's Page

Joseph P. Mazer, Clemson University

Publication of Volume 30 of the *Basic Communication Course Annual* marks 30 since the journal's official launch. In those decades, the *Annual* has featured the best scholarship on topics pertaining to our discipline's "bread-and-butter" course, "front porch" class, or whatever metaphor you would like to use to characterize the great work that happens here. Although 30 years have elapsed, our scholarship is more important now than ever before; it is mission-critical to our country and our democracy.

As we know, the basic communication course equips students with the knowledge and skills necessary to succeed as communicatively competent citizens prepared to engage in our democracy. The articles presented in Volume 30 encompass a wide range of topics that advance our understanding of basic course pedagogy, practice, and advocacy. T. Kody Frey, Cheri J. Simonds, John Hooker, Kevin Meyer, and Stephen Hunt found that students who undergo speech evaluation training achieve a higher level of evaluation fidelity with their instructors. Their findings underscore the need for speech evaluation training in the basic course. The implementation of the Common Core State Standards has brought about a renewed inspiration for exploring the role of communication in K-12. Anna Wright and her colleagues argue that the volume and complexity of the standards is problematic, especially given a lack of teacher training in this area.

The basic course provides an opportunity for big questions to emerge because it brings students together to critically question and produce messages about the social and civic contexts in which we engage as students, faculty, and citizens. In their article, Bryan Abendschein, Grace Giorgio, Adam D. Roth, and Jennifer Bender include examples from several basic course instructors and administrators of how big questions can be incorporated into the curriculum to enhance student learning outcomes. Joshua N. Westwick, Karla M. Hunter, and Kelli J. Chromey examined dually enrolled and non-dually enrolled students in an online public speaking course

and found that dually enrolled students experienced similar outcomes of public speaking anxiety and an imposter phenomenon when compared to their non-dually enrolled counterparts.

Jillian A. Joyce draws attention to the fact that despite the growing number of students with disabilities in the university setting, few resources are offered to teach instructors about specific disabilities or provide direction for how to accommodate these students. Using attribution theory as a lens to examine stuttering, Joyce examined the influence of accommodation training on graduate teaching assistants' attitudes and self-efficacy regarding students with disabilities and found the training was effective at increasing self-efficacy, with instructors desiring additional training and resources to accommodate students with disabilities.

Angela M. Hosek, Caroline Waldbuesser, Eric Mishne, and Brandi N. Frisby examined students' positive and negative experiences in the basic course and found that students described poor academic performance and time management, communication apprehension, and teacher challenges as negative experiences, with positive experiences including relational growth and presentation success. The findings indicated that students responded using behavioral change, support seeking, emotive reactions, and communication with others. Stevie M. Munz and Janet Colvin qualitatively examined student survey data related to communication apprehension and found that students tend to express their communication apprehension in relation to their public speaking skills and cultural identity.

During my term as editor, I have elected to build upon the work of my predecessor, Joe Valenzano, and continue the *Annual's* forum series. This feature is designed to invite scholars and basic course practitioners to propose and debate specific key questions of concern related to the basic course. Volume 30 highlights *advocating* for the basic course. Authors were asked to prepare an essay as if they were writing a letter to their dean (whose academic training was in another discipline) who (1) asked that enrollment in each basic course section be increased to a level that compromises the pedagogy of the basic course or (2) proposed that the required basic communication course be eliminated from the university's general education program. The essays featured here provide solid arguments against such a move and, as you might expect, strongly defend the basic course. Should your course come under similar fire, it is my hope that you will find these essays helpful in crafting a response to your dean, provost, president, faculty governing body, curriculum committee, general education task force, or whoever or whatever group questions your basic course.

I would like to extend my sincere thanks to all members of the editorial board who graciously gave of their time and energy to ensure that the journal features the best scholarship related to the basic communication course. The journal's editorial assistant, Kody Frey (University of Kentucky), spent considerable time preparing the final accepted manuscripts for the publisher. I thank him for his great work. I would also like to thank Maureen Schlangen from the University of Dayton's Roesch Library for her dedication and commitment to ensuring that we continue our successful migration to the journal's online format. In the coming months, I look forward to receiving your scholarly submissions for future volumes of the *Annual*. Together, we can offer readers a journal with abundant scholarship that best informs basic course administrators, teachers, and scholars—all in an effort to improve the basic communication course experience for our students.