

Basic Communication Course Annual

Volume 36

Article 14

2024

Call for Submissions for Volume 37

Angela M. Hosek

Ohio University - Main Campus, hosek@ohio.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

Hosek, Angela M. (2024) "Call for Submissions for Volume 37," *Basic Communication Course Annual*: Vol. 36, Article 14.

Available at: <https://ecommons.udayton.edu/bcca/vol36/iss1/14>

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 mschlange1@udayton.edu, ecommons@udayton.edu.

Administrative Information

Call for Manuscripts

Basic Communication Course Annual, Volume 37 (2025)

<http://ecommons.udayton.edu/bcca/>

January 13, 2025

Submissions are invited for Volume 37 of the *Basic Communication Course Annual*, a digital journal that highlights leading scholarship on topics related to the foundation communication course. Published by the University of Dayton, the *Annual* is distributed nationally to scholars and educators interested in all aspects of the introductory communication course. For this call, the *Annual* will consider the following manuscript types, each of which is described at greater length below: full-length original manuscripts, brief reports, reflection and momentum essays, and forum essays.

All manuscripts submitted to the *Annual* will undergo [anonymized peer review](#), with two members of the Editorial Board reading and reviewing each submission. However, the Editor will return a manuscript without review if it is clearly outside the scope of the basic course or does not meet the requirements outlined in this call. Accepted manuscripts will be published online and indexed on the journal's [website](#) during the spring quarter of the year.

For both the *Full-Length Manuscripts* and *Analysis Articles*, this volume is particularly interested in featuring (a) methodological approaches that expand how we think about data collection and analysis (e.g., diary method, PhotoVoice, crystallization), (b) create momentum and innovation towards curricular design and research, and (c) those that center marginalized and/or stigmatized experiences and voices as they relate to the foundation course.

Full-Length Manuscripts

The *Annual* welcomes original research submissions that focus on a wide range of issues of significance to the basic course. Full length manuscripts can be theoretical and/or empirical in nature along with agenda-setting, dissident, or state-

of-the-basic course type reviews. Manuscripts that use diverse and broad ranging methodological and theoretical commitments will be equally considered. State-of-the-art and agenda setting pieces should culminate in a clear delineation of specific questions scholars and the basic course community need to address, as well as suggestions for how to advance the foundation course (see [Hunt et al. \(2005\)](#) and [Wallace \(2015\)](#)). Full-length articles may consider traditional or non-traditional course formats. Please see the introduction to this call, above, for some specific areas of interest for this volume. Standard, full-length manuscripts should not exceed 30 pages, exclusive of visuals and references.

Brief Reports

The *Annual* will consider for publication brief articles that offer scale development, replication, or other noteworthy data analyses but do not require a full-length manuscript. These manuscripts may feature brief reports of meaningful data from studies that employ surveys, interviews, focus groups, critical or rhetorical analyses, or other collection methods. This manuscript type provides scholars with the opportunity to highlight a small but meaningful portion of data. Brief reports should not exceed 5000 words. This restriction is inclusive of all manuscript contents, including the abstract, text, references, footnotes, and any visuals.

Reflection and Momentum Essays

A new feature for this issue of the *Annual* will be publication essays that engage reflection and contemplation surrounding issues related to the foundation course. For example, essays may reflect on vexing issues, best practices (related to, for example, teaching, curriculum development, training, or administration), or research in progress ideas related to the foundation course. These essays can also serve to showcase how authors are creating momentum within their foundation course as a result or in relation to their reflection and describe actions being taken as a result of their reflection. Ideally, the goal of these essays is to share experiences, serve as a source of momentum for future full-length manuscript submissions to the *Annual*, and create momentum for others within their own programs. Reflection and Momentum (R&M) essays may be written in first person, be grounded in research (where appropriate), and should not typically exceed 3500 words. This restriction is exclusive of references, visuals, and appendices. If the nature of the R&M essays warrants, a response will be provided as with the forums described below.

Forum Essays

In addition to the manuscript types noted above, the *Annual* will continue to publish the “Basic Course Forum,” which brings into conversation articles addressing a specific question or topic area. The Forum acts as a space for scholars and basic course practitioners to propose and debate specific key questions of concern related to the basic course. The dialogic exchange that takes place within the Forum enriches the pedagogical efforts of communication scholars across the discipline.

The foundation communication course (public speaking, hybrid, and/or interpersonal) has rich curriculum traditions and roots. In many ways, these courses are influenced by the dominant culture(s) they exist within. Presentational speaking focused courses have been critiqued for being mostly influenced by traditional approaches to speech or Western influenced ideologies (Chawla & Rodriguez, 2010). LeFebvre and LeFebvre (2020) conducted a meta synthesis of research in the introductory course and contend that public speaking remains the primary pedagogical focus and the content and assignments have remained unchanged over the past sixty years. As a result, public speaking type courses can be perceived as “outdated” or not connected to contemporary ways in which students engage in presentation making.

Further, many presentational speaking courses continue to require informative speeches that are delivered with some level of preparedness, in-person, to an audience. However, many foundational course stakeholders have begun to question if this is the only way to achieve the learning outcomes of these courses. Could students create a podcast for their informative speech? Could a series of TikToks with multiple views or shares be used as evidence of persuasive appeals? Should we question the forms we use to achieve those goals (e.g., traditional informative, persuasive speeches) and if they are reflective of how students present information in their daily lives? Additionally, are there ways that we could be engaging culturally sustaining forms of presentational speaking or conflict management (for interpersonal focused foundation courses) that we have not yet considered? For example, many cultures engage in narrative forms of storytelling that do not follow traditionally held approaches to outlining or verbal delivery. What might an assignment look like that allowed space for these types of assignments and why might it be beneficial to include them? Many scholars have called for more inclusive approaches to all aspects of the introductory course. What might it look like to create curricula and assignments that support diverse forms of delivery and that do not

expect students to stand, make eye contact, or move in the space to demonstrate “effectiveness?” Overall, these questions point to a possible gap in meeting the needs of students in the foundation course and acknowledging trends toward the future. Alternatively, what are the vital arguments for retaining traditional forms of speechmaking and interpersonal engagement in the wake of rapidly changing, agile forms of communication?

For this volume of the *Annual*, the forum asks authors to engage the following question: How/Should/Could we create foundation course curriculum in ways that challenge our traditional ways of facilitating the course so as to meet students where they are?

Below is a list of potential supplementary prompts that could also be addressed, though manuscripts that focus on the primary question alone will be sufficient.

- What novel approaches to curricula revolutionize the course in ways that meet students where they are with regard to the kinds of presentations they will or are likely to give?
- What traditional approaches to the course need to be let go of and what could be inserted in their place?
- Describe novel assignment/approaches to course design that you have tried that challenge traditional approaches.

The forum will consist of **three to six essays** followed by invited responses that reflect on those papers and the nature of the issues. Essays should not exceed 1,000 words (references included). The goal is to make a succinct argument in response to the question(s).

If necessary, we will allow appendices that provide examples assignments/activities to support the forum pieces.

Submission Guidelines

All manuscripts submitted to the *Annual* must conform to the Publication Manual of the American Psychological Association, 7th edition. All submitted manuscripts should be typed, double-spaced, and in 12-point font following the style template available [on the journal website](#). Each submission must be accompanied by an abstract of less than 200 words (except for forum essays) complete with a set of keywords. In the cover letter to the editor, please provide (1) the manuscript title and identification of the author(s), (2) manuscript type for consideration (3) the address, telephone number, and email address of the corresponding author, and (4) data

pertinent to the manuscript's history. All references to the author(s) and institutional affiliation should be removed from the text of the manuscript.

After removing all identifiers in the properties of the document, authors should submit an electronic copy of the manuscript in Microsoft Word to the Editor through the journal's website. Manuscripts should not be under consideration by any other publishing outlet at the time of submission. By submitting to the *Annual*, authors maintain that they will not submit their manuscript to another outlet without first withdrawing it from consideration for the *Annual*. If you have any questions about the *Annual* or your submission, contact the Editor by email at: BCCAeditor@ohio.edu. All submissions must be received by January 13, 2025 to receive full consideration for Volume 37, which is slated for publication around May 2025.

Angela M. Hosek
Editor, *Basic Communication Course Annual*
School of Communication Studies
Ohio University

James Pepper Kelly
Editorial Assistant
School of Communication Studies
Ohio University