Contents
Contents

"The Future of the Basic Course" ........................................ 1

Judy C. Pearson
Paul Nelson

This article recommends some changes that should occur in the basic course. The prescriptions are based on four notions: the course must include accurate information, it should be inclusive in nature, it must be responsive to our contemporary world and to our student's current and future communicative needs, and it must provide a unique contribution to our student's education. The authors suggest that the course has not been sufficiently attentive to accuracy, inclusiveness, responsiveness and uniqueness; furthermore, contemporary changes require increased vigilance in these areas.

1989 Basic Course Committee
Award Winning Papers

"Communication Apprehension in the Basic Course: Learning Styles and Preferred Instructional Strategies of High and Low Apprehensive Students" ........................................ 27

John Bourhis
Charlene Berquist

Students who experience high levels of communication apprehension are at a distinct disadvantage in school when compared to those who do not. This is particularly true in basic courses in public speaking and interpersonal communication
which students may be required to take to satisfy general education requirements. This study examines the relationship between communication apprehension, learning style, and preferred instructional strategies for students enrolled in a basic course in interpersonal communication. The results indicate that communication apprehensive students are more passive than active in their learning styles. Both low and high communication apprehensive students prefer instructional strategies which are consistent with their learning style.

"An Investigation into the Communication Needs and Concerns of Asian Students in Speech Communication Performance Courses"

Ester Yook
Bill Seiler

The University of Nebraska is one of the many institutions of higher education in the United States with a growing foreign student enrollment. Consequently, the numbers of foreign students enrolled in speech communication classes has been increasing. There, however, is currently a lack of systematic investigation into the needs and concerns of foreign students in speech performance classes. This study investigates the needs and concerns of Asian students in speech performance classes. The study uses three methods to determine the needs of Asian students: (1) participant observation, (2) survey and (3) focus group interviews. The findings show that Asian students are extremely anxious about speaking in public. Their anxiety it appears stems from two sources: (1) an insecurity about their linguistic fluency, and (2) their instructor's expectations of them. Guidelines are suggested for instructors of Asian students.
Instruction in the Basic Communication Course

"The Required Course and the Advanced Student: A Placement Perspective" 76
Michael R. Schliessmann
Laurie B. Haleta

Advanced placement describes a system in which incoming freshman students are invited to elect an advanced speech course, in lieu of taking the university required Speech course. The system is not an exemption system, like practiced in other colleges and universities. It allows the speech faculty to choose qualified students who have competence beyond the basic course. The paper describes the system, analyze its advantages and discusses perceived disadvantages.

"Beyond Writing: The Case for a Speech-Based Basic Course in a Vid-Oral World" 89
W. Lance Haynes

Recent developments in media studies research suggest ways basic course curricula may be inappropriately biased toward written mediation and the forms of cognition writing engenders. This paper explores the media-cognition relationship to argue for teaching oral communication from a different perspective. First, the concept of "ways of thinking" reveals some ways media inherently affect communication. Then parallels between the new "vid-oral" media and the pre-literate oralist tradition suggest foundations for a speech-based basic course.
"A Communication Based Model of Friendship for the Interpersonal Communication Course" 101
Rod Troester

This paper presents a model of friendship drawn from the friendship research of S.W. Duck and the management approach to interpersonal communication of S.A. Deetz and S.L. Stevenson. Duck's research is briefly summarized and offered as a theoretical and conceptual foundation for understanding the psychological or cognitive dimensions of friendship. The Management Approach to interpersonal communication, researched by Deetz and Stevenson, is developed as a means for understanding the behavior dimensions associated with the conduct of friendship. These complementing approaches are integrated using the general systems notions of structure, function and evolution. The approaches and model are discussed as they relate to the development of interpersonal communication competence.

Grading in the Basic Communication Course

"Some Student Perceptions of Grades Received on Speeches" 121
Ted J. Foster
Michael Smilowitz
Marilyn S. Foster
Lynn A. Phelps

Frequent evaluation of student work is standard practice in basic courses. Frequent evaluation assumes a relationship between the evaluation and improved performance. In higher education, evaluations are often expressed as grades. This study examines the relationship between twelve grades
students receive on their speeches, and the affective and motivational effects those grades might have. Generally, the study found that students prefer higher grades, but are motivated by lower grades. Specifically, the study indicates disparity between instructor intention in using pluses and minuses with grades and student reaction to the pluses and minuses.

"A Program of Rater Training for Evaluating Public Speeches Combining Accuracy and Error Approaches" 143
Nancy Rost Goulden

Systematic rater training results in higher validity and reliability for scores from either classroom speeches or speeches from wide-scale testing. This paper includes a complete script for rater training using a combination of two training methods: error training to sensitize raters to their biases and accuracy training to insure rater understanding of criteria and processes of rating. The script is designed to provide training for either the analytic or holistic method and has been shown to result in reliable, valid speech scoring.

Evaluating the Basic Communication Course

"Evaluating the Basic Course: Using Research to Meet the Communication Needs of the Students" 166
Lyn B. Bendt Schneider
Douglas M. Trank

This paper presents a rationale for evaluating the basic course to determine the extent to which it meets the communication needs of the students. The results of a study undertaken at one institution are offered to illustrate the questions and implications such an evaluation might address. The literature
relevant to basic course assessments are reviewed and suggestions for basic course programs undertaking this type of evaluation are discussed.

The "State" of the Basic Course

"The Basic Course: What Do We Know? What Do We Need to Know? Where Do We Go From Here?" 192
Nancy L. Buerkel-Rothfuss
David L. Kosloski

Research in the basic course in the 1980s was largely atheoretical and limited in generalizability, both inside and outside of speech communication. While there is nothing wrong with an applied approach to teaching and learning, that approach needs to be augmented by more generalizable studies. Research guided by theoretical frameworks or based on prior findings tend to be more valuable than the tendency for basic course directors to search for hypotheses in less systematic ways. The review of literature presented in this paper reveals an extensive typology of basic course variables but no clear framework within which to conduct future research. Several potential theoretical perspectives are described and a research agenda for the 1990s is presented, with a goal toward more systematic, coordinated efforts.
"The Basic Speech Course at United States Colleges and Universities: V" 233
James W. Gibson
Michael S. Hanna
Greg Leichty

This paper reports the results of a survey undertaken to determine the nature of the basic course in speech as it is now taught at United States colleges and universities, and to identify important trends in instruction of the basic communication course. It appears that enrollment in the basic course is increasing. Findings are also reported concerning the orientation taken in the basic course, along with information on instructional methods used and administrative concerns connected with the basic course. The various implications of the findings are discussed.

Author Identification 258