

# Basic Communication Course Annual

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<b>Three Metaphors for the Competencies Acquired in the Public Speaking Class .....</b>	<b>1</b>
Michael Osborn	

*The many skills taught in the basic public speaking class come together in three fundamental metaphors. The first of these, the speaker as builder, suggests we need to shape our surroundings through the spoken word. The second, the speaker as weaver, includes the arts of shaping symbols into the fabric of a speech, and of designing evidence and proofs into the tapestry of argument. The third, the speaker as climber, emphasizes overcoming interference. Barriers of fear, indifference, suspicion, and cultural variation recede as speakers and listeners learn to climb them.*

<b>Perceptions of Basic Communication Texts: Factors in Student Learning and Textbook Adoption Decisions .....</b>	<b>12</b>
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*The purpose of this study is to assess existing pedagogical assumptions about basic communication course textbook features. Two separate surveys were administered to students (N= 1,379) and instructors (N= 118) in basic communication courses at 15 colleges and universities. The findings of the study are twofold. First, students and teachers differ in their perceptions of usefulness of textbook pedagogical features. Second, students perceive basic course texts to be less difficult and less theoretical though more interesting, enjoyable, relevant, and practical than other introductory course texts. When making publication and text selection decisions, the findings help authors and teachers better choose and present textbook materials.*

**Written Feedback in the Basic Course: What Instructors Provide and What Students Deem Helpful ..... 37**  
**Karla Kay Jensen and Elizabeth R. Lamoureux**

*Although the issue of speech evaluation has been a mainstay in our discipline, an updated discussion of written feedback merits our attention. To revisit this topic, this two-part content analysis first reveals the type of written feedback instructors offer students in basic public speaking classes. Building on these findings, the second part focuses on student perceptions of the helpfulness of the written feedback. The findings are collectively discussed and their implications for written evaluations of students' oral performances are considered. Any instructor who has labored over written critiques, wondering whether students actually read and/or use the comments can value from this discussion.*

**Culture Shock in the Basic Communication Course: A Case Study of Malaysian Students ..... 59**  
**Eunkyong Lee Yook**

*Malaysian students comprise a large student group coming to the U.S. for higher education. Despite these numbers, however, there has been little attention given to their culture shock in the classroom. The present study investigates the concerns of Malaysian students in the basic communication course. Through interviews with Malaysian students, this study concludes that Malaysian students perceive having three major problems in presenting speeches in basic communication courses. The first problem is the language barrier. Another is that certain nonverbal behaviors such as gesturing and talking in a loud tone are seen as disrespectful in their culture. Third, they have not had opportunities to speak in classrooms in their culture, thus this is a novel and distressing situation for them. In light of these findings, several suggestions for instructors of the basic communication course are made.*

**The Em-Powter-ing of America: Using Info-mercials  
to Teach Persuasion and Popular Discourse  
in the Basic Communication Course ..... 79**  
Daniel W. Heaton

*This article describes how a critique of Susan Powter's "Stop the Insanity!" info-mercial provides educators with an effective, class-tested, and fun assignment to be included in the persuasion section of a basic communication course. This assignment provides students with an excellent example of a message from popular discourse that follows Monroe's Motivated Sequence. It also facilitates discussion of several key issues related to persuasion in general. Additionally, because this activity uses a popular discourse text, students enhance their critical thinking skills and become more critical consumers of messages they receive through popular discourse.*

**The Use of Simulation in the Beginning  
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John J. Miller

*This article offers the instructional method, the simulation, as an alternative public speaking assignment in the beginning public speaking course. The three phases of simulation, play, debriefing, and journal writing, are described. Simulations should be realistic and relate to student goals, interests, or career aspirations. As a result, the assignment has two benefits. Simulation creates a clear rhetorical situations which aids students in the topic selection process. Further, its relevancy to the student increases the motivation to learn the art of public speaking.*

**Computer-Mediated Learning Environments: Theory and  
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Chris R. Kasch

*Information technology is furnishing modes of accessing and manipulating knowledge which are radically different from those offered by the traditional curriculum. Teaching effectiveness in the basic course is likely to depend increasingly on understanding the nature, function, benefits and potential costs of computer-mediated communication. The purposes of this article are to: (1) review theory and research illuminating the potential benefits and costs of computer-mediated instruction, (2) suggest some starting points for implementing computer-mediated instruction, and (3) identify factors which are likely to influence the effectiveness of teaching in computer-mediated environments.*

**Two Heads Are Better Than One? Setting Realizable Goals in  
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Glen Williams

*Establishing goals is central to the success of the basic course. The degree to which those goals are realized depends, in large measure, upon the manner in which they are established and reviewed. This article assists course directors and instructional staff by examining the process of defining objectives, a process which encompasses goals, mission, and vision and which benefits from widespread, active involvement. This article presents sample objectives for consideration, and it notes the conditions under which the process of defining objectives thrives or is threatened.*

**A Commentary: The Basic Communication Course, General Education and Assessment ..... 160**  
**Lawrence W. Hugenberg and Barbara S. Moyer**

*The importance of developing student communication skills in a general education program is a focal point of each college and university accrediting agency in the United States. However, course directors and faculty frequently find themselves at the center of a controversy when trying to include a basic communication course in skill development in a general education program. This article develops a case for the inclusion of a basic communication course in a general education program.*

**Author Identifications ..... 180**