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Streaming Student Speeches on the Internet:
Convenient and "Connected" Feedback
in the Basic Course .............................................. 1
Judy Rene Sims

Undergraduate students enrolled in three sections of a
basic speech course over a period of three semesters
were surveyed regarding their evaluations of the video
streaming of their speeches on the Internet as a method
of feedback. Streaming video refers to motion video
with accompanying audio that is delivered live or
asynchronously and is available at the click of a mouse
on a website. Students reported the viewing of their
streamed speeches on the Internet to be a convenient
and effective medium for feedback and an experience
in connected learning that allowed them to share their
speech with friends and family. To research this topic,
speeches were videotaped and posted to a protected In-
ternet site. Students then had the opportunity to access
the site, view their speech, prepare a list of speech
goals based on their viewing, and later evaluate the
experience by means of a questionnaire.

On Defining At-Risk: The Role
of Educational Ritual in Constructions
of Success and Failure ............................................ 41
Deanna L. Fassett

By adopting an ethnomethodological approach to the
analysis of focus group interviews with undergraduate
students enrolled in and teachers of the introductory
course in speech communication, this essay demon-
strates that what we understand to be a stable, objective aspect of reality—i.e., the inevitability of educational failure—is in fact a human accomplishment, the result of concerted, though unreflective, social action. This paper explores the ways in which students' and graduate teaching assistants' espousal of educational rituals may create and sustain their (or their students') risk of educational failure. Furthermore, the implications of such a perspective for graduate teaching assistants of the basic courses are examined.

Performative Pedagogy, At-Risk Students, and the Basic Course: Fourteen Moments in Search of Possibility ............................................. 83
John T. Warren

This essay sketches out the complications of a performative pedagogy in the context of a basic communication course, specifically examining how the course negotiates and constitutes what communication scholars have called “educational risk.” To do this, a collage of narratives are provided—a series of images which, when seen in totality, might generate a conversation about how communication studies could address the intersections of risk, critical performative pedagogy, and the classrooms of our basic communication courses. To initiate this conversation, the essay is grounded in the work of communication studies, education, philosophy, and performance studies. Taken together, the collage seeks to ask questions, pose problems, and initiate dialogue about how we might begin to re-conceptualize the issues of ‘at-risk-ness’ in our classrooms.

Impact of High School Preparation on College
Oral Communication Apprehension ........................... 117
Karen Kangas Dwyer, Robert E. Carlson
and Jennifer Dalbey

This study examines the impact of high school public speaking skills training and public speaking experiences on college overall communication apprehension (CA) and public speaking context CA. The results show that public speaking skill-training in high school is significantly related to lower CA levels for students upon entering a college-level basic speech course. In addition, students who report more public speaking experiences both in the high school setting and outside the high school setting, tend to report lower overall CA and lower CA in the public speaking context.

Stretching the Academic Dollar:
The Appropriateness of Utilizing Instructor Assistants in the Basic Course ............................. 144
Paul D. Turman and Matthew H. Barton

As more universities across the country are feeling the pressures of providing an increasingly rigid financial accountability to tax payers and state legislatures, speech and communication departments find themselves in a precarious position. Namely, how can communication departments teach the budding number of students enrolled in their courses with little increase in budget, while continuing to produce effective speakers? One common answer to this dilemma involves the use of graduate students, and in some cases undergraduate students, as teaching assistants in the basic course. This study examines the efficacy of using undergraduate instructor assistants in the basic course at a large Midwestern University and addresses potential stumbling blocks in training, such as speaker
order and rater error. Thirty-eight undergraduate instructor assistants were randomly assigned to one of four treatment groups and asked to grade four 10-minute persuasive speeches following their eight-week training course. An ANCOVA was used to examine significant differences across presentation grades for speakers in each group, while an ANOVA was used to determine differences in the quality of comments based on speaker order. No significant differences were identified in either analysis suggesting that when properly trained, undergraduate instructor assistants can grade consistently across multiple groups regardless of speaker order.

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