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- Bias in the Evaluation Process: Influences
of Speaker Order, Speaker Quality, and Gender
on Rater Error in the Performance Based Course 1
Paul D. Turman and Matthew H. Barton

This study examines how variations in speaker order increases the potential for rater error in the performance based course. Seventy-six undergraduate raters were randomly assigned to one of eight treatment groups and asked to grade eight 10-minute persuasive speeches following an eight-week training course. Speaker order and presentation quality varied across groups and an ANOVA was used to examine significant differences across rater assessments, feedback quality and rater gender. Significant main effects were identified in each of the eight treatment groups suggesting that speaker order influenced rater scoring.

- Written Speech Feedback
in the Basic Communication Course:
Are Instructors too Polite? 36
Dana L. Reynolds, Stephen K. Hunt,
Cheri J. Simonds, and Craig W. Cutbirth

The present study investigates written performance feedback through the lens of politeness theory. Study 1 examined the types of comments instructors offer to students when they provide written feedback on speeches as well as the relationship between these comments and students' grades. Results demonstrate

that instructors used an overabundance of positive politeness messages and virtually no negative politeness messages. Students who received a higher grade were more likely to receive fewer face threats and more positive politeness messages than those students' who received a lower grade. The results also suggest that instructors are more willing to threaten a students' negative face than their positive face. Study 2 extended the research project by examining students' perceptions of instructor feedback in order to determine the types of feedback students deem the most helpful. Results indicate that students desire a balance between their grade and the number of positive politeness comments they receive as well as more comments that threaten their face. Students in this study also found specific written feedback as the most helpful type of feedback they received.

Communication Lab Peer Facilitators:
What's in it For Them? 72
M. Tanya Brann-Barrett and Judith A Rolls

Peer tutors have been used extensively within the communication discipline to enhance students' learning experiences (Hill, 1981; Webb & Lane, 1986). Research suggests that peer tutoring can have positive rewards for tutors and tutees (Goodland & Hurst, 1989; Topping, 1996). However, there is little to no research that explores the benefits received by peer tutors who run small group communication lab sessions for basic communication course students. The qualitative data from focus group indicate that peer facilitators experienced: 1) self-development in terms of their self-esteem, confidence, and respect from themselves and others; 2) improved public speaking skills and better interpersonal relationships with family and friends,

other peer facilitators, and individuals in positions of authority; and 3) external rewards in that they felt better prepared for post baccalaureate programs and to compete in the workplace. The results of this study may be used as a basis for more in-depth research on the benefits derived from the peer facilitation experience in the basic communication course.

Speech Laboratories: An Exploratory Examination
of Potential Pedagogical Effects on Studies 105

Adam C. Jones, Stephen K. Hunt,
Cheri J. Simonds, Mark E. Comadena,
John R. Baldwin

The purpose of this study was to examine the effects speech laboratories have on students enrolled in basic public speaking courses. Specifically, the researchers attempted to gain a student perspective about visiting a speech laboratory through qualitative methods. Ten semi-structured student interviews were conducted and the collected data were transcribed verbatim before being analyzed using the constant comparative method (Glaser & Strauss, 1967; Lincoln & Guba, 1985). The results of the analysis provide initial support that speech laboratories do, to some degree, assist students with their public speaking skills and help them manage their public speaking anxiety.

Creating a Dialogue for Change:
Educating Graduate Teaching Assistants
in Whiteness Studies 139

Kristen P. Treinen

Research indicates that minority students are under-represented in our classroom curriculum (Churchill, 1995; Delpit, 1995; Ladson-Billings, 1994). Our

schools are often entrenched in the Eurocentric model of education from content to methodology. In this paper, I discuss antiracist pedagogy and whiteness studies, offer a justification for utilizing antiracist pedagogy with work in whiteness studies in the communication classroom, and provide one model for incorporating antiracist pedagogical practice with graduate teaching assistants. This essay is intended to help create a dialogue with GTAs, basic course directors, and communication faculty about antiracist practices in the communication classroom.

From Spectators of Public Affairs to Agents
of Social Change: Engaging Students
in the Basic Course through Service-Learning 165

Lynn M. Harter, Erika L. Kirby,
Katherine L. Hatfield, Karla N. Kuhlman

Much literature bemoans the attitudes of Generation X (and their successors) toward civic participation (e.g., Putnam, 2000) and indeed education itself (e.g., Sacks, 1996). However, we have found students to be highly engaged when they have opportunities for active learning, such as those found in well designed service learning projects. We see this pedagogy as a small antidote to the sense of powerlessness that often pervades our culture. Drawing on diverse literatures, we explore theoretical reasons for using service-learning and illustrate its usefulness in speech communication basic courses. Our discussion is organized around two key themes: (a) the connection of self to subject matter, and (b) the connection of self to community. After discussing service learning exemplars in the basic course, we close with cautions about the use of service-learning.

Assessing Sensitivity: A Critical Analysis
of Gender in Teaching Basic
Communication Courses 195
Laura C. Privera

This critical study utilized a liberal feminist perspective to examine how communication teachers talked about gender issues in their basic communication classes and displayed gender sensitivity in their pedagogical practices. In-depth interviews and observations were conducted with fifteen teachers from seven mid-western academic institutions. The data revealed six themes, which describe how gender issues were marginalized and minimized in the talk and teaching practices of many of my research participants. Such marginalization may perpetuate disparities in the academic experiences of male and female students taking the basic communication course.

Special Forum on the Philosophy of Teaching
Education as Communication:
The Pragmatist Tradition 230
Chad Edwards and Gregory J. Shepherd

We take the basic course in communication to be a site where associated living is experienced, and where individuals practice the democratic art of referencing and articulating their own behaviors and beliefs to those of others. This democratic practice of associated living is, as American pragmatist and educational philosopher John Dewey insisted, communication itself — “conjoint communicated experience.” In this essay, we provide an overview of this pragmatist educational metaphysic and discuss a few consequences of metaphysical beliefs about education.

Teaching and Learning
in the Spirit of Friendship 247
William K. Rawlins

This article discusses how the ideals and practices of friendship can provide an edifying ethic for the interactions and relationships of educators and students in the basic communication course. It examines three facets of friendship in the Western tradition, four dialectical tensions of the educational friendship, a collection of six virtues associated with teaching as friendship, and some limitations of the educational friendship.

Native Virtues: Traditional Sioux Philosophy
and the Contemporary Basic Communication
Course
Daniel P. Modaff

Teaching and learning in the basic communication course can be informed by the traditional Sioux virtues of bravery, generosity, fortitude, and wisdom. The virtues are forwarded as a set of ideas that may equip the reader with an alternative way to think about course material, pedagogical practices, and classroom interrelationships. The essay concludes with the limitations of and concerns with the virtues in the contemporary basic course.

The Public Speaking Classroom as Public Space:
Taking Risks and Embracing Difference 279
Margaret R. LaWare

Thinking about the public speaking classroom as public space provides a generative metaphor as long as critiques of public space, particularly feminist cri-

tiques, and critical pedagogy theory are considered. These critiques recognize the importance of encouraging students to engage with the public world in such a way that they see their own power to effect change. Risk-taking and confronting issues of racism and sexism are integral to this process.

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