Contents

Gerald M. Phillips' Devotion to Basic Communication Skills ................................................... 1
   Julia T. Wood
   The passing of Gerald M. Phillips in April 1995 left a void only partially filled by his students and communication scholars familiar with his work. His commitment to basic communication instruction spanned a lifetime of research and service (including Jerry’s serving on the editorial board of the Annual over the last two years).

   Julia Wood, long-time colleague, co-author, student and friend, remembers Jerry for his substantial contributions to basic communication instruction and the speech communication field.

The Basic Course in Organizational Communication: A National Survey ........................................ 15
   Donald Treadwell and Ronald L. Applbaum
   This article presents a study describing the current status and characteristics of the basic organizational communication course reported by 285 college or university departments offering this course in North America. This survey is compared with surveys conducted in 1979 and 1988. The results indicate that the course is most typically taught by one faculty member in lecture/discussion format and emphasizes organizational and communication theory over skills. Students are most typically upper-level undergraduates. The course appears to be facing increasing demand. Changes are occurring in the content and structure of the course with the topics of gender...
differences, organizational culture, communication technology, ethics and theories of organizational communication receiving increased attention. The most frequently reported instructional problem is lack of time to cover the course materials adequately.

Improving Oral Communication Competency: An Interactive Approach to Basic Public Speaking Instruction .......................... 36
Mary Mino and Marilynn N. Butler
An interactive approach to basic public speaking instruction is shared in this article. This approach, unlike traditional approaches, allows students to spend a majority of class time applying course concepts and integrating these concepts into their personal, academic, and professional lives. Specifically, this essay describes undergraduate students' oral communication needs, explains an interactive approach, discusses audiotaped lectures, and outlines course requirements.

TA Training Beyond the First Week: A Leadership Perspective ....................... 59
Glen Williams
Leadership studies combined with the insights of basic course directors suggest a framework for effectively directing the basic course that may benefit novice directors as well as provide insights for veteran directors of the basic course. This article illuminates the centrality of effective leadership, noting that it will assist ongoing efforts to train and develop inexperienced staff while simultaneously encouraging and incorporating the insights of seasoned instructors. The suggested framework also ensures consistency across sections and the overall integrity of the course.
Context vs. Process:
Revising the Structure of the Basic Course ......................... 83
Donald D. Yoder and Samuel P. Wallace

The current structure of most basic courses can be traced to the traditional context-based approach to studying communication. However, there seems to be no agreement on what specific contexts should be covered. Students often become confused with context specific jargon and may have difficulty transferring skills and knowledge across contexts. A different approach is to focus on transactional communication skills, principles, and processes that transcend contextual definitions. Such an approach focuses on similarities rather than differences among contexts and may lead to an integrative, rather than devisive, approach to communication study. Rather than learning specific skills for distinct contexts, students learn skills that generalize to all contexts. A focus on basic communication processes and skills may increase agreement as to the nature and structure of the basic communication course.

Creating and Teaching Special Sections
of a Public Speaking Course for Apprehensive Students: A Multi-Case Study ................................. 100
Karen Kangas Dwyer

This study explored how university professors describe the development and operation of a special communication apprehension (CA) section of a basic public speaking course that is part of a core curriculum requirement. The professors interviewed pointed out the need for more media for instructors and students. They described their efforts in detail and said the CA sections were time consuming, yet rewarding for both faculty and students. Several questions for future research include: Where there is a core curriculum requirement for a public speaking course, what is being done to help the students with high CA? If many of the programs from Foss’ (1982) survey are no longer in operation, what happened to them?
Where is the media and information to aid college instructors who want to set up a CA section of a required class? As a recent national survey indicated, a majority of universities see the necessity for treatment programs, but lack innovative ways to structure programs within budget and departmental restraints (Raker, 1992).

Predictors of Behavioral Competence and Self-Esteem: A Study Assessing Impact in a Basic Public Speaking Course: .......................... 125
Sherwyn P. Morreale, Michael Z. Hackman, and Michael R. Neer

As evaluation in higher education receives increasing attention, the assessment of the impact of basic oral communication instruction is becoming more important. This study examines the impact of a public speaking course on undergraduates’ affective and behavioral competence. Using a pre- and posttest model, assessment was based on administration of the Communication Competency Assessment Instrument and the Rosenberg Self-Esteem Scale at the beginning and end of the course. Communication competence and self-esteem were measured as a function of communication apprehension, gender, age, and ethnicity. Results indicated that the course generally impacted similarly on students regardless of their level of communication apprehension, gender, age, or ethnicity.

Author Identification .............................................. 142
Call for Papers ....................................................... 147
Editorial Philosophy............................................... 147