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The Effects of Praise on Student Motivation in the Basic Communication Course ............................. 1
B. Scott Titsworth

This exploratory study tested the effects of praise on student motivation and affect toward a class and instructor. Participants (N=64) listened to a teacher-student interaction containing either praise or neutral feedback from the teacher. Students hearing praise reported higher levels of hypothetical affect and motivation than students hearing neutral feedback. Qualitative data were examined to help explain these results. Results are discussed in terms of future research possibilities in the basic course.

The Relationship Between a Required Self-Disclosure Speech and Public Speaking Anxiety: Considering Gender Equity .......................... 28
Deanna D. Sellnow and Tamara Golish

This study examines the relationship between a required self-disclosure speech and public speaking anxiety levels expressed by student speakers. If students report higher anxiety levels when asked to self-disclose during a speech, then the potential classroom climate warming advantages of such an assignment may not outweigh the disadvantages. Results indicated: (1) that most students did not report increased anxiety when presenting the self-disclosure speech; (2) there appeared to be no significant gender differences with regard to anxiety and self-disclosure in a public speaking situation; (3) students revealed that feeling confident, in control, and respected are primary factors necessary to reduce public speaking anxiety; and (4) significant gender differences existed in terms of topic selection and thematic content used.
in supporting material. Consequently, a required self-disclosure speech may be used equitably to warm the classroom climate and reduce public speaking anxiety as long as students are provided freedom in terms of topic selection and development.

Critical Thinking Assessment: The Link between Critical Thinking and Student Application in the Basic Course ............................. 60
Karla J. Huffman, Christy L. Carson, and Cheri J. Simonds

The intent of this study is to evaluate existing literature on the concept, teaching, and assessment of critical thinking. To reach this goal, critical thinking will be examined in terms of its multiple definitions, and its relationship to higher order thinking, critical teaching, and assessment. In response to the need for a more generative and creative way of assessing critical thinking, the authors offer an activity assigned in the basic course (artifacts) as a viable tool for allowing students to take an active role in learning to think critically. The artifacts are then analyzed to determine if they serve as an authentic form of critical thinking assessment.

Assessment of the Repeated Speech Performance as a Pedagogical Tool: A Pilot Study .............................. 97
Mark A. Gring and Jera W. Littlejohn

Realizing the ongoing need to develop pedagogy in public speaking, these researchers investigated the learning achieved by asking students to repeat one of their speech assignments. They assessed the value of this practice from the students' viewpoint as well as the statistical change in performance outcomes. Across the eight competencies evaluated, students' average scores increased significantly on the repeated speech. Students who scored in the lower quartile on the first speech benefited most from the second opportunity.
The researchers conclude that allowing students to repeat a speech appears to have pedagogical and practical merit.

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Jennifer M. Heisler, Susan M. Bissett, and Nancy L. Buerkel-Rothfuss

Several scholars have argued that men and women are socialized to establish interpersonal relationships, such as friendships, in different ways. Traditionally feminine individuals emphasize empathy, self-disclosure, and interdependence while masculine individuals rely on activities, helping behaviors, and advice/problem-solving. In spite of these differences, basic communication courses have provided students with only a model of traditionally feminine closeness skills in coursework and materials. This study sought to determine if, after 16 weeks of instruction in a basic communication course emphasizing feminine intimacy skills, male students would prefer masculine closeness behaviors. Three-hundred and seventy-three male and female students provided self-report data on the course and perceptions of relational closeness. Results indicated that male and female students did have differing perceptions of relational intimacy. Additionally, male students did indicate a preference for some of the traditionally masculine intimacy behaviors. Limitations and suggestions for future research are provided.
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Katherine G. Hendrix

Experienced graduate teaching assistants (GTAs) can be valuable resources capable of assisting basic course directors with training novice GTAs. Peer mentoring is suggested as one means for training GTAs in departments with two year M.A. programs; but is also useful in departments offering the doctoral degree. Peer mentoring is highlighted as the first of three GTA training stages. A specific program is described based on the experiences of a department offering the Master of Arts as the terminal degree.

An Acrostic Approach to Teaching Public Speaking in the Hybrid Communication Course ...................... 193

David W. Worley

Given the time and pedagogical demands of teaching the principles of public speaking in the hybrid course, both instructors and students are assisted by using a summative, yet sufficiently thorough, approach to teaching these principles. An acrostic approach described in a preparation outline format and built upon the word S-P-E-A-K provides an integrated, summative and sufficiently thorough instructional approach to meet these demands.

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