Contents

Using Interactive Video Instruction to Enhance Public Speaking Instruction .................................................... 1
Michael W. Cronin and William R. Kennan
This article discusses the nature of interactive video instruction (IVI) and the potential benefits of IVI applications in supplementing instruction in the basic communication course. It describes the IVI programs in oral communication that are currently available, the equipment required to institute IVI, and details possible applications of IVI for instructors, students, and educational institutions.

Interactive Video Instruction for Teaching Organizational Techniques in Public Speaking .................. 19
Michael W. Cronin
This article describes two interactive videodisc instructional programs for teaching organizational techniques in public speaking and reports the assessment of these programs. Formative evaluations indicate that students enjoyed the level III interactive video instruction (IVI). One-way analyses of variance indicated that students receiving IVI in “Constructing Speaking Outlines” (study 1) or “Developing Key Ideas” (study 2) achieved significantly higher recall/application test scores than did students in the control group in the respective study. Implications for the use of these IVI programs in supplementing traditional public speaking instruction are discussed.
Writing as a Tool for Teaching Public Speaking:
A Campus Application

Karla Kay Jensen and Pat McQueeney

All basic communication courses seek to improve students’ oral communication skills while also deepening their understanding of the theoretical principles and processes underlying effective communication. Writing, whether in the form of formal assignments or informal in-class activities, can help achieve these goals. This paper offers rationales and approaches for incorporating writing throughout basic courses, and illustrates how formal and informal strategies promote an oral/written relationship in these courses. Included are numerous examples of assignments for basic public speaking courses.

Literacy Enhancement and Writing across the Curriculum:
A Motivational Addendum

L. Brooks Hill and Sandra L. Ragan

This “thought piece” supplements the preceding article with complementary information drawn from a national literacy project underwritten by the Ford Foundation. This project attempted to persuade teachers in all disciplines to become more proficient in the use of written exercises and to encourage an expanded conception of literacy as an essential cornerstone of education. As a part of the writing-across-the-curriculum (WAC) efforts, this extensive project helped to organize these efforts by identifying the obstacles to enhanced literacy, specifying innumerable techniques for use in diverse contexts, and motivating faculty to intensify their work on this dimension of any curriculum. This paper serves to expand the more localized focus of Jensen and McQueeney’s article and to suggest some practical advice for implementing the goals of the WAC "movement.”
Obstacles to Overcome in the Implementation of a Program to Reduce Communication Apprehension in the Basic Public Speaking Course ........................................... 70

Bruce C. McKinney and Stephen J. Pullum

The problem of communication apprehension (CA) is well documented in the speech communication literature and many schools have implemented programs to help students overcome CA, especially CA associated with public speaking. Often times this is done as part of the basic course. However, there are many obstacles to overcome in the implementation of such programs. This article analyzes six common obstacles associated with implementing a program to reduce CA in a special section of the basic communication course.

An Assessment of Panel vs. Individual Instructor Ratings of Student Speeches .................................................. 87

David E. Williams and Robert A. Stewart

This study addressed the possibility of utilizing a panel of instructors to evaluate student speeches. Forty-six public speaking students were videotaped during an informative speech assignment. Instructor panels evaluated each speech using the same criteria as the real instructor. This study found that trait error exists in panel grading as it does in individual instructor evaluation. Panel and individual instructor ratings were generally similar but inferior speeches were graded lower by the panel than the real instructor. This suggests that panels may be less likely to experience leniency error and may give more accurate evaluations of weaker speeches. Considerations are offered for the possible use of panel evaluations.
The Incorporation of Mentors and Assistant Basic Course Directors (ABCDs) into the Basic Course Program: Creating a Safety Net for New Teaching Assistants .......... 105
Nancy L. Buerkel-Rothfuss, Donn S. Fink and Charlotte A. Amaro

TAs face many demands and expectations in their often-conflicting roles. As a result, many TAs burn out not from lack of ability but from a lack of personal support. Some of the stress associated with the TA position may be reduced through the use of experienced peers who serve as mentors and by reliance upon assistant basic course directors (ABCDs). This paper describes a program designed to incorporate such peer support into a basic course program staffed by TAs.

1993 SCA Top Paper
TA Mentoring: Issues and Questions................................. 129
Pamela L. Gray and Martin G. Murray

The widespread use of graduate teaching assistants (TAs) in higher education has generated a search for techniques to improve the quality of teaching of TAs as well as enhance the entire TA experience. One such technique is mentoring. This paper attempts to accomplish four things: (a) delineate issues to be addressed, (b) share feedback from educators with mentoring experience, (c) present questions to guide decision making, and (d) provide a bibliography of literature on mentoring. The information presented comes from a questionnaire administered to basic course directors, a conference discussion on mentoring and the personal experiences of the authors.
1993 SCA Top Paper
Meeting Certification Requirements for Teacher Certification through the Basic Course ............................... 160
S. Clay Willmington, Kay E. Neal, and Mildred M. Steinbrecher

This article explains how one institution of higher education designed their basic course to include communication proficiency for teachers as an integral part of the course. Features of the course include the following standardized assessments: a 60-question multiple-choice exam to assess cognitive proficiency; a one-on-one interpersonal encounter to assess interpersonal proficiency; a speech to inform to assess public speaking proficiency; and the use of the Steinbrecher-Willmington Listening Test to assess listening.

The Basic Course in Communication Theory:
A Shift in Emphasis ............................................................ 183
Warren Sandmann

This essay calls for a change in how the introductory communication theory course is taught. Standard models and texts are examined, described and critiqued. The standard model of communication theory depicts theory as a body of knowledge to be studied and applied to specific situations. This one dominant paradigm of communication theory constrains other possible approaches to understanding and teaching communication theory. The remainder of the essay offers a rationale for a shift in the teaching of communication theory, and directions for preliminary changes in the teaching of communication theory.
Stories as Instructional Strategy:
Teaching in Another Culture ............................................... 207
   Pamela Cooper
   
   This article describes the use of story as an instructional strategy in a basic communication course taught at the Chinese University of Hong Kong.

The Role of Performance Visualization in the Basic Public Speaking Course:
Current Applications and Future Possibilities.......... 217
   Joe Ayres and Debbie M. Ayres
   
   This essay discusses current applications of visualization as well as future possible applications. At present visualization is used to help people cope with speech anxiety. Of the versions of visualization currently available, performance visualization seems superior because it helps people reduce anxiety and improve their presentation skills. The conditions under which performance visualization ought to be employed are discussed along with potential refinements in the procedure. The second section of the essay suggests that visualization may play a broader role in public speaking courses than it currently does. We point out that public speaking courses are grounded in a western tradition of rational thinking which places almost exclusive emphasis on verbal, sequential thought. Eastern cultures, however, tend to emphasize non-linear, sequential processes (non-verbal). Because visualization relies more on non-verbal processing than verbal, it may be used to considerable advantage in public situations that emphasize nonverbal processes. We point out some of these circumstances and the form such presentations might take.
Self-confrontation and Public Speaking
Apprehension: To Videotape or Not
to Videotape Student Speakers? .................. 228
Craig Newburger, Linda Brannon and Arlie Daniel
This study examines the impact of self-confrontation (self-viewing of videotaped speeches) on student public speaking apprehension. Subjects who were confronted with their videotaped speeches (as post-performance feedback) did not experience a reduction in their public speaking apprehension, while subjects who were not so confronted did experience a significant reduction. The experience of presenting several speeches before an audience appears to be the intervening variable that invoked the reduction in public speaking apprehension, while self-confrontation appears to inhibit this reduction.

Computer-Mediated Communication
in the Basic Communication Course .................. 237
Gerald M. Santoro and Gerald M. Phillips
Computer-Mediated Communication (CMC) for instructional support is being explored at a number of colleges and universities. In this paper the authors describe their successful application of CMC to the basic communication course and the lessons they learned for successful implementation of instructional CMC.

Author Identification ........................................... 249

Call for Papers ............................................. 255

Editorial Philosophy ........................................ 255