Contents

The Basic Course and the Future of the Workplace ........... 1
Andrew D. Wolvin

The preparation of students to function as effective communicators in the workplace is an important goal of the basic communication course. To meet this goal, students must be equipped with speaking and listening competencies in order to do their work. The basic hybrid course with units in intrapersonal, interpersonal, group, and public communication offers a viable framework for workplace communication.

Predictors of Self-Perceptions of Behavioral Competence, Self-Esteem, and Willingness to Communicate: A Study Assessing Impact in a Basic Interpersonal Communication Course .............. 7
Sherwyn P. Morreale, Michael Z. Hackman, Michael R. Neer

Considering the emergent role of evaluation in higher education, it is important that assessment procedures be developed for all communication courses. Courses such as public speaking already have well established assessment programs while other courses are in need of additional attention. This article describes an assessment program that examines the impact of an interpersonal course on undergraduates’ self-perceived behavioral and affective competence. Using a pre- and post-test model, assessment was based on administration of the Communication Behaviors Inventory, the Rosenberg Self-Esteem Scale, and the Willingness to Communicate Scale. These outcomes were measured as a function of gender, age, and ethnicity. Results indicated that the course impacted similarly on students regardless of these predictor variables, with significant improvement being demonstrated for all groups of stu-
The article provides a description of the interpersonal course and its assessment procedures. The results of analyses of data are presented with a discussion of future directions for assessment in this course.

Learning Style Preferences and Academic Achievement
Within the Basic Communication Course

Charles A. Lubbers, William J. Seiler

Students enrolled in a basic communication course taught using the personalized system of instruction (PSI) were studied to determine the influence of learning style preferences on academic achievement. The twenty measures of the Canfield Learning Style Inventory (CLSI) were regressed with three measures of student academic achievement. Eight of the twenty were significant in at least one of the three equations. Two of the learning style measures (class organization and performance expectations) were significant with all three measures of achievement. Two applications of the findings for basic course instructors are presented.

Graduate Teaching Assistant Training:
Preparing Instructors to Assist ESL Students in the Introductory Public Speaking Course

Brooke L. Quigley, Katherine G. Hendrix, Karen Freisem

Much research identifies the need to assist English as a Second Language (ESL) students in our classrooms. Some communication educators have addressed this need by enrolling students in special sections of introductory courses for ESL students only. With a focus specifically on graduate teaching assistant (GTA) training, this paper suggests ways to assist ESL students, along with native speaking students, enrolled in regular sections of the introductory public speaking course. We first identify steps for assessing whether an ESL student is appropriately enrolled in a course. We then focus on ways instructors can assist ESL students with: 1) pronunciation, compre-
hensibility, and listening, 2) thinking rhetorically, and 3) delivery skills.

Applying Multiple Intelligences Theory to the Basic Public Speaking Course ......................................................... 90
Kristi A. Schaller, Marybeth G. Callison

This article examines the theory of Multiple Intelligences (MI) (Gardner, 1983; 1993) as it applies to the basic public speaking course. According to MI theory, intelligence is not a single dimension but is a composite of several aptitudes and talents. Gardner believes that individuals possess more than one intelligence, and MI theory defines seven. We argue that the basic public speaking course is an excellent forum for addressing students’ multiple intelligences while teaching oral and written communication skills. This paper introduces MI theory and provides suggested course assignments and activities that correspond with the multiple intelligences.

The Debate on the Uses of Practical Theory Continues

The first two essays by Spano and Hickson (Basic Communication Course Annual 8, 1996) involved some crucial issues about where the basic communication course stands in relation to theory, research, and practice. In this second round, specific examples are discussed by Spano. Hickson attempts to contextualize them. Such specificity involves delineating the nature of communication theory from a pragmatic perspective, not ideological from either a phenomenological or a positivistic stance. The importance of context is stressed and outlined as an aspect of human nature—perhaps the element which separates us from other living beings.

Delineating the Uses of Practical Theory:
A Reply to Hickson ................................................................. 105
Shawn Spano
Theory and Pedagogy in the Basic Course: A Summary
From Spano and Hickson ..................................................... 125
Mark Hickson, III

Teaching the Honors Public Speaking Course ............... 133
Karla Kay Jensen, David E. Williams

The honors student comes to the public speaking class with a unique set of needs and learning preferences which require alterations to the traditional course. This article explores a variety of honors course formats, honors students' characteristics and learning preferences, and some ideas for restructuring the typical public speaking course to best accommodate honors students. As such, this article can serve as an initial step toward creating a new honors course or restructuring an existing course. The suggested formats and content changes can create added challenge and participatory experience to improve honors education.

COMMENTARY: The Research Foundation for Instruction in the Beginning Public Speaking Course ................ 158
Lawrence W. Hugenberg, Barbara S. Moyer

The history of public speaking instruction is rooted in classical rhetorical theories. There is a lack of recent communication research findings cited in textbooks to support instruction in the beginning public speaking course. This research examined five leading public speaking texts in the hopes of finding contemporary communication research findings to support the advice given to students. This survey reveals little research being cited in beginning public speaking texts. The authors conclude with a discussion of reasons why research is not cited and offer communication scholars a challenge to conduct research to support pedagogical claims.

Author Identifications .......................................................... 172