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Contents and Abstracts

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Contents and Abstracts

Synthesizing the First 15 Years
of the Basic Communication Course
Annual: What Research Tells Us
about Effective Pedagogy 1

Stephen K. Hunt, David R. Novak,
Julie L. Semlak and Kevin R. Meyer

Despite the popularity of the both the basic course in communication and the Basic Communication Course Annual, questions still remain about the empirical support for the ways in which we teach the basic course. This essay categorizes and synthesizes 61 empirical studies published from 1989 to 2004 in the Basic Communication Course Annual. The studies are classified into five categories: teaching strategies, teacher and student characteristics, status of the basic course, analyses of texts for the basic course, and assessment of the basic course. Several salient themes are developed and suggestions for future research are advanced.

Problematic Student Behaviors
in the College Communication Classroom:
Reviewing and Re-envisioning
Instructional Communication Research 43

Javette G. Hayes

Climate concerns in basic communication courses often revolve around classroom management issues. Teachers may experience reality shock in the face of

complex and challenging classroom situations. This essay offers new and experienced teachers a detailed review, interpretation, and critique of literature on student conduct that may contribute to the “harsh and rude reality of everyday classroom life.” After consideration of research on specific areas of problem student behavior (i.e., participation; hostility, opposition, and aggression; power and resistance; challenge behavior; cheating; and excuse making), attention shifts to the topics of prevention, recommendations, mutual influence, and confrontation. The essay concludes with two extensive suggestions about particularly fruitful future research possibilities that link undesirable student conduct to existing work on social allergens and motives.

Preparing to Participate: An Exploration
of Student Engagement Through Student
Work and Instructors’ Observations 94
Allison N. Rattenborg, Cheri J. Simonds,
Stephen K. Hunt

The present study investigates two instructional strategies that promote student preparation for and participation in class: reading objectives and participation sheets. In the first study, students were asked to complete the reading objectives (knowledge level questions about the assigned reading) and write the extended comments. Extended comments move beyond the knowledge level by demonstrating comprehension, application, or evaluation of the content. These include personal examples, insights, or questions about the course material. A content analysis of the students’ extended comments found evidence of student engagement as 76.3% of the comments moved beyond the “knowledge” level. Study 2 examined instructors’ per-

ceptions of student preparation for and participation in class. Instructors were asked to reflect on the differences between their classes that used and did not use the graded participation strategies. Instructors reported that the graded participation strategies resulted in more insightful discussions, a more positive class climate, and more knowledge of their students compared to their class sections that did not use these instructional tools.

A Study Exploring the Impact of Two
Instructional Paradigms on State
and Trait Communication Apprehension 134
Amy Rachelle Wolfsen

For decades the communication field has been interested in communication apprehension (CA). However, little attention has been given to developing a link between communication apprehension and instructional strategies. To test this notion, undergraduate students at a medium sized western university were exposed to experimental classrooms involving two instructional methodologies and then asked to complete state and trait CA measures. The study employed a 2x2x2 factorial design with the first factor being the instructors, the second factor being the teaching style and the third factor being the lesson plans. These data were analyzed using MANOVA and Duncan's Multiple Range tests. While positive trends exist, no statistically significant differences were found. These findings are discussed in detail in the conclusion of this report.

Implementing Technology into the Basic Course:
The Influence of Sex and Instructional
Technology Use on Teacher Immediacy
and Student Affective Learning 157

Paul D. Turman

This study explored the impact that instructional technology use and instructor gender have on students' perceptions of immediacy and affective learning in the basic communication course. Participants included 1526 undergraduate students from 72 sections of the basic course over the course of four semesters. A series of 2 X 2 factorial designs were used to uncover main and interaction effects. Results of the Multivariate analyses revealed a two-way interaction effect of technology use by instructor gender with the use of presentational software, and main effects for each form of technology (i.e., presentational software, video material, course webpages, course chatrooms, online testing, overheads). Follow-up procedures revealed significant differences for each of the dependent measures. Specifically, male instructors not using presentational software were perceived to use significantly lower levels of verbal and nonverbal immediacy, and to produce lower levels of affective learning for their students.

Individual Conferences
and the Public Speaking Class 188

Rodney K. Marshall & Michelle T. Violanti

This study examined the individual conferences created by using the online-assisted method of teaching the Public Speaking class. During the course of the semester, students completed online quizzes to assess their textbook comprehension and met individually with the instructor to prepare for the presentations in

the online-assisted course. Students in the traditional course attended and participated in class without use of computers outside of class. The results revealed the online-assisted students were more satisfied with the class, felt more prepared in giving presentations, perceived they learned more, felt better concerning the instruction, and perceived better communication with the instructor than the traditional students. After a discussion of the findings, benefits that students felt are presented after which limitations of the study and suggestions for future research are given. Used properly, the Internet medium can help further students' education.

| | |
|---|-----|
| Author Identifications | 218 |
| Index of Titles Volumes 1-16 | 221 |
| Index of Authors Volumes 1-16 | 235 |
| Submission Guidelines for Volume 18 | 239 |