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Editor's Page

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Now in its nineteenth year, the Basic Communication Course Annual continues to serve as an important outlet within the discipline for scholarship related to the way we teach, manage, and evaluate the basic course. Each year the annual offer some of the best research on basic course pedagogy helping to position it as the primary source for teachers and scholars working to improve the quality of the basic course at their respective institutions. The Annuals success has always been attributed to the community of scholars who continue to support the journal as contributors, editorial board members, and its readership. I wish to thank the efforts of the Annuals previous editors Deanna Sellnow, Craig Newburger, and Larry Hugenberg. I would especially like to thank Scott Titsworth whose assistance has been instrumental as I have worked to complete my first issue.

Articles in this volume of the Annual attest to a growing body of scholarship that focuses on improving student and teacher experiences in the basic course. Two articles, one by Meyer, Simonds, Simonds, Baldwin, Hunt and Comadena and the other by Theisen and Davilla examine the difficulties that Graduate Teaching Assistants experience as they begin their teaching efforts in the basic course. Meyer et al. examine the difficulties GTA face as they deal with unique classroom management problems, while Theisen and Davilla focus their research on the difficulties female GTA’s experi-
ence as they attempt to socialize into their new student/teacher roles. Each manuscript offers important practical and pedagogical implications for basic course directors to help manage and develop training procedures to overcome some of these critical instructional pitfalls.

The articles by Kussart, Hunt and Simonds as well as Stern and Hailer both examine the broader implications of the university environment in which the basic course is positioned. Kussart et al. focuses their attention on the role of student learning communities in an attempt to assess student use of behavior alteration techniques and power bases when compared to traditional sections of the basic course. Stern and Hailer examine student presentation requirements across the curriculum with an emphasis on faculty speech training for those outside the communication discipline. Both manuscripts provide valuable insight into the importance of examining the basic course and its impact on the broader framework for a university’s mission.

The final two manuscripts by Broeckelman as well as Howe and Dwyer emphasize instructional practices to promote student outcomes in the basic course. Broeckelman’s manuscript applies Bakhtin’s concept of dialogism to instructional techniques as a way to integrate theory and praxis into the basic course classroom. Howe and Dwyer examine the influence of diaphragmatic breathing as a technique for further reducing student situational anxiety in the basic course. Each manuscript offers helpful techniques and strategies that should assist anyone who is interested in taking an innovative approach to the way they structure their current basic course. The annual concludes with a book re-
view by Siddens who reviews Goodnight and Wallace’s recent text The Basic Communication Course Online: Scholarship and Application.

I would like to conclude by thanking all those who have assisted in my efforts on my first volume of the Annual. My colleagues, authors, and the editorial board have helped make this volume of the Annual one that further contributes to the significance of the basic course.

Sincerely
Paul Turman
Editor