2007

Contents and Abstracts

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Designing Classroom Management Training
For Basic Course Instructors .........................................  1
Kevin R. Meyer, Cheri J. Simonds, Brent K. Simonds, John R. Baldwin, Stephen K. Hunt, Mark E. Comadena

Since many basic course training programs fail to adequately address classroom management issues, most graduate teaching assistants (GTAs) enter the classroom unprepared to confront student misbehaviors. However, literature suggests that by incorporating classroom management issues into training programs, GTAs will be better armed to establish the instructional climate of the classroom and confront student misbehaviors. In this study, GTAs who had not received classroom management training (CMT) were given a survey containing closed and open-ended questions regarding typical student misbehaviors, possible classroom responses to those behaviors, and preferences for classroom management information during training. The results of this study identify student misbehaviors that occur in the basic course and draw implications for the integration of CMT into future GTA training and research.
Creating Sites for Connection in the Classroom: 
Dialogism as a Pedagogy for Active Learning .............. 37

Melissa A. Broeckelman

Public speaking pedagogy should be based in commu-
nication theory, but as a whole, our discipline has
failed to integrate theory and praxis in the classroom.
Dialogism is a good starting point for developing the-
ory-based pedagogical strategies and is further sup-
ported by Vygotsky's zones of proximal development,
Dewey and Bruner's call for experience-based learning,
and research on collaborative learning. Here, I propose
four specific strategies for incorporating dialogism into
the pedagogy of public speaking courses: (a) use de-
tailed grading rubrics to create a shared meaning of
expectations before, during, and after the speech-build-
ing process, (b) give instructor feedback on outlines
prior to the public speaking performance, (c) incorpo-
rate peer workshops that allow students to learn from
one another, attain a better understanding of theory
through its application in specific speech experiences,
and develop better speech performances, and (d) ask
students to write critical peer evaluations that help
them become more reflective about their own and oth-
ers' speeches.

Perception of Power and use of Compliance-
Gaining Strategies with GTAs ............................ 72

Natalie J. Kussart, Stephen K. Hunt,
Cheri J. Simonds

This study compared students' use of behavior altera-
tion techniques (BATs) and power based upon whether
they were enrolled in learning community or tradi-
tional sections of the basic communication course be-
ing taught by graduate teaching assistants (GTAs).

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The results of the present study reveal no differences between learning community and regularly enrolled students’ perceptions of power. However, learning community students reported using more prosocial, antisocial, and neutral compliance-gaining strategies compared to traditionally enrolled students. Overall, this study addresses the utility of incorporating learning communities into the pedagogy of the basic communication course and devotes special attention to the training needs of GTAs.

The Influence of Diaphragmatic Breathing to Reduce Situational Anxiety for Basic Course Students ................................. 104

Marlina Marie Howe, Karen Kangas Dwyer

Researchers in physiology and health fields have reported a significant impact from using diaphragmatic breathing (DB) to help individuals reduce anxiety. However, few communication researchers have explored the use of this simple DB technique to help basic course students reduce communication apprehension (CA). Thus, this investigation explored the use of diaphragmatic breathing (DB) in helping students moderate CA. Respondents completed McCroskey’s (1982) Personal Reports of Communication Apprehension (PRCA-24) and the State-Trait Anxiety Inventory (STAI) after each of four formal classroom speeches. Results indicated the experimental group using DB reported a significant decrease in state anxiety from speech the first two speeches to the last two speeches. Applications for basic course teachers and suggestions for future research are discussed.
Presentation Skills: An Assessment of University and Career-Related Presentations ................................. 139

Lesa A. Stern, Melissa Hailer

Two studies were conducted to assess the frequency and types of presentations students encounter across the curriculum and whether these presentations parallel those they will encounter in their chosen career. The first study was a content analysis of sixty portfolios (containing a total number of 1360 courses) to find evidence of presentation assignments across the curriculum. Results indicate students encounter one or two classroom-presentation learning experiences per year during their time at the university, and most of these presentations were group and informative oriented. The second study was a survey of faculty to assess the types of presentations required in discipline-related jobs as well as the faculty member’s level of presentation skills training. These two studies revealed that the students are receiving appropriate presentation skill training for their potential jobs, but average approximately only one presentation a year throughout their time at the university. Additionally, although many faculty feel prepared to help students with presentation skills, most of them have not received adequate training. Implications and recommendations for Communication departments and Speech Centers are provided.

Seeking Social Support among Female Graduate Teaching Assistants ..................................... 167

Lisa M. Theisen, Roberta A. Davilla

This study investigated how female graduate teaching assistants (GTAs) develop social support and the influence that these relationships have on their aca-
In-depth interviews were conducted with seven female GTAs in a Communication Studies master’s degree program at a large southern university. Results revealed that participants formed closer, more personal relationships with other graduate students, specifically other GTAs, and that these relationships influenced their academic lives, including teaching. Participants formed meaningful but more formal relationships with faculty. Relationships with faculty had little influence on their teaching but influenced their graduate coursework and post-graduate plans.

**Book Review**

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