Contents and Abstracts

Pedagogy of Relevance: A Critical Communication
Pedagogy Agenda for the “Basic” Course............... 1
Deanna L. Fassett, John T. Warren

In this article, we envision how a critical communication pedagogy approach might lend narrative coherence, intellectual rigor, and a focused agenda to the introductory course. Such a paradigm shift is not only consistent with the trajectory of work in our discipline, but it will likely result in ourselves and others assigning more value and respect to our work with the introductory course. Specifically, we advocate four changes with respect to the introductory course: Challenge “teacher-proof” textbooks and curricula, engage diversity, embrace pedagogy as teaching and research, and recover and reinvigorate communication education research.

Assessing Classroom Management Training
for Basic Course Instructors ............................ 35
Kevin R. Meyer, Stephen K. Hunt,
Mark E. Comadena, Cheri J. Simonds,
Brent K. Simonds, John R. Baldwin

Extant research demonstrates that graduate teaching assistants (GTAs) experience student misbehaviors in the classroom and that basic course administrators should be proactive in preparing GTAs for classroom management issues (Meyer et al., 2007). Following the
recommendation for the development of classroom management training (CMT) by Meyer et al. (2007), the present study sought to assess the implementation of CMT. Specifically, a group of GTAs completed the same survey instrument twice following the completion of CMT, once early in the semester and again at the end of the semester. Results of the present study indicate that GTA reports of student misbehavior were reduced, and GTA confidence in the ability to manage misbehaviors increased following CMT. Additionally, the results indicate that the frequency and severity of student misbehaviors were reduced for GTAs who received CMT compared to GTAs who did not receive CMT.

Traditional Pedagogical Tools: Examining Peer Feedback in the Basic Communication Course. .......... 72

Julie Semlak

Peer feedback is used in many basic communication courses, yet little is known about the pedagogical value of the written peer feedback provided for speakers, or the process of providing peer feedback. Using social learning theory as a theoretical foundation, this study explores the use of peer feedback in the basic communication course. Findings indicate the content of peer feedback is less useful than instructor feedback for preparing future speeches. However, this study also reveals the process of providing peer feedback provides a model for vicarious learning, allowing basic course students to critically analyze a speech presented by a peer. Implications of these findings are addresses at both the theoretical and practical level.
The Influence of Biological Sex, Previous Experience, and Preparation Time on Classroom Public Speaking Grades .......... 101
Judy C. Pearson, Jeffrey T. Child

How does biological sex affect public speaking grades? Students completed journal entries over the course of the semester. Hierarchical multiple regression incrementally examined competency measures (previous experience and overall preparation time) then biological sex on public speaking grade averages. Competency measures predicted higher speech grade averages, but women still earned higher speech grades even after the effects of competency had been removed. Among the explanations offered are that women may be more competent than men, a combination of competence and compliance explains women’s higher grades, or public speaking classrooms perpetuate a female competency bias.

Redesigning Public Speaking: A Case Study in the Use of Instructional Design to Create the Interchange Model ......................... 138
Marlene M. Preston, J. Matt Giglio, Kristin N. English

This case study describes the redesign of Public Speaking at a Research I institution. An instructional analysis revealed strengths of and concerns about the existing model—large lecture with small lab sections. Criteria for a new model emerged from that analysis, all of which hinged on an overarching goal: The course should incorporate learning theory and disciplinary theory and should result in student learning, student
skill development, and enhanced satisfaction among stakeholders. The Interchange Model, which included some online delivery, was developed to meet identified needs and was fleshed out with course materials and semester plans. The model was piloted and then fully implemented with positive results.

Grade Distributions in the Basic Public Speaking Course: Exploring the Differences and Pedagogical Implications of Faculty Rank. 174
Holly J. Payne, Sally O. Hastings

This study examines differences in grade distributions in the introductory public speaking course at two American universities based on instructor rank. A sample of 442 sections with 11,381 students over a 2-year period was collected and analyzed using analysis of variance and chi-square analysis. We found significant differences in grade distributions, with instructors assigning lower grades overall than graduate teaching assistants (GTAs) and adjunct faculty. Instructors assigned significantly more D's and F's than tenure/track faculty, adjuncts, and GTAs. Chi-square analysis also revealed instructors and tenure/track faculty assign fewer A's, but tenure/track faculty assign more B's than the other faculty groups. The results point to pedagogic implications of maintaining a high number of adjuncts and GTAs in teaching the basic course. Implications of the study are discussed including ways to develop a more inclusive instructional community and culture for adjuncts through course standardization, mentoring, assessment, and technology use.
Race and Resistance
in the Communication Classroom .............................. 197
Paul Fotsch

Teaching diversity is no longer segregated to ethnic studies departments or to intercultural communication courses. Consequently, many students have become resistant to the idea of spending time--"yet again"--on the issue of race. Communication scholars have described a kind of resistance found frequently in the basic communication classroom and likewise proposed various responses to this resistance. Through a review of the literature and drawing on my ten years of experience teaching diversity in the university, this essay assesses these responses. One source of white student discomfort comes from the increasing visibility of whiteness, so two strategies used to address this discomfort are considered: insuring a safe classroom environment and emphasizing the complexity of student identities. While valuable in some contexts, these strategies ultimately limit the ability of students to understand the power of race in contemporary society. In addition, although many teaching strategies emphasize that racism is a structural phenomenon, most continue to rely on individually based solutions to racism. The essay suggests how students might be motivated to end racism in coalition with others, not out of individual self-interest but out of a genuine desire to create a more socially just world.

Author Biographies ................................................... 231
Index of Titles Volumes 1-19 ........................................... 237
Index of Authors Volumes 1-19 ..................................... 255
Submission Guidelines for Volume 21 ........................ 259