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Author Biographies

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Author Biographies

Stephanie Ahlfeldt (Ph.D., North Dakota State University) is an Assistant Professor of Communication at Concordia College in Moorhead, Minnesota. Her research interests focus primarily on instructional communication and communication education. She is most interested in improving student learning through innovative teaching methods such as problem-based learning, service learning, and active learning.

Shereen G. Bingham (Ph.D., Purdue University, 1988) is Assistant Director of the School of Communication and Professor of Speech Communication and Women’s Studies at the University of Nebraska at Omaha. Her publications have focused primarily on communication and sexual harassment in educational settings. She is trained in conflict mediation and group facilitation, and provides these services in the community.

Robert E. Carlson (Ph.D., Purdue University, 1978) is Assistant Director of the School of Communication and Professor of Speech Communication at the University of Nebraska at Omaha. Many of his publications have focused on communicative attitudes and anxiety/apprehension. His current research interests are in evaluation/assessment of public speaking and communication apprehension particularly in the context of a lab-supported public speaking fundamentals course. In ad-
dition, he is actively involved in distance education and teaching the basic speech course internationally.

**Ana M. Cruz** (M.A., M.S., University of Nebraska, Omaha, 1991, 1993) is an Instructor of Speech Communication at the University of Nebraska at Omaha. Her research areas include family communication, interpersonal communication, and race, ethnicity and culture. She is working on her dissertation at the University of Nebraska, Lincoln.

**Lawrence W. Hugenberg** (Ph.D. The Ohio State University, 1981) passed away in late July of this year. He was a professor in the School of Communication Study at Kent State University after having served for 20 years as the basic course director at Youngstown State University. He was a nationally renowned scholar in the field of communication studies, winning numerous teaching and scholarship awards. Additionally, he was the founder and long time editor of the *Basic Course Communication Annual*, who committed much of his time and energy to enhancing the basic course within our discipline. He is survived by his wife Barbara (Moyer) Hugenberg, four children and five grandchildren.

**Stephen K. Hunt** (Ph.D., Southern Illinois University, 1998) is an Associate Professor and Co-Director of the basic communication course at Illinois State University. He has published articles on several topics including instructional communication, persuasion, and communication pedagogy. His major research interests include communication assessment, the communication needs of
students at-risk, students’ learning/cognitive styles, compliance-gaining, and training/mentoring graduate students.

Karen Kangas Dwyer (Ph.D., University of Nebraska, Lincoln, 1995) is a Professor of Speech Communication and Basic Course Director at the University of Nebraska at Omaha. She has authored textbooks, instructor's manuals, and several articles related to the basic communication course, instructional communication, and communication anxiety. Her work has involved developing and teaching special public speaking classes and workshops for highly apprehensive communicators. She has co-authored a Dutch public speaking trade book and recently received the University of Nebraska state system Outstanding Teaching Award.

Kevin R. Meyer (M.S., Illinois State University, 2005) is a doctoral student at Ohio University. His research interests include instructional communication, communication education, basic course pedagogy, graduate teaching assistant training programs, and sports league apologia/image repair.

Sherwyn Morreale (Ph.D., University of Denver) is Director of Graduate Studies in Communication at University of Colorado at Colorado Springs. For eight years, she served as Associate Director of the National Communication Association (NCA) where she worked actively to promote communication pedagogy and research. She has authored or co-authored 21 refereed scholarly articles in national and regional journals, 14 books and monographs, and 14 book chapters. She has
presented numerous programs at national and regional conventions and many workshops on communication assessment, curriculum development, and public speaking on campuses across the country.

**Sandra L. Pensoneau-Conway** is an assistant professor and the basic course director in the Department of Communication at Wayne State University in Detroit, MI. She received both her Ph.D. (May 2006) and M.S. (December 2001) in Speech Communication from Southern Illinois University Carbondale. Her research interests include critical pedagogy, gender and sexual identity in educational contexts, narrative, and ethnography.

**Marshall Prisbell** (Ph.D., University of Nebraska-Lincoln, 1981) is a Professor of Speech Communication at the University of Nebraska at Omaha. He has published and presented numerous articles related to interpersonal and instructional communication. Currently he is researching the student misbehaviors in the basic course.

**Deanna Sellnow** (Ph.D., University of North Dakota) is the Gifford Blyton Endowed Professor of Communication and Director of Undergraduate Studies in Communication at the University of Kentucky. Her research interests include instructional communication, music as rhetoric, and popular culture studies. She is currently serving as Editor of Communication Teacher and has published numerous articles on instructional communication, as well as a basic public speaking textbook.
Brent K. Simonds (Ed.D., Illinois State University, 2003) is an assistant professor in the School of Communication at Illinois State University with research interests and publications in visual communication and interactive media. He is also an award winning filmmaker.

Cheri J. Simonds (Ph.D., University of Oklahoma, 1995) is an Associate Professor of Communication at Illinois State University. She teaches in the area of communication education and has published articles on teacher clarity, challenge behavior, portfolio assessment, and evaluation fidelity. She co-authors textbooks on Classroom Communication, Intercultural Communication, and Public Speaking.

David W. Worley (Ph.D., Southern Illinois University at Carbondale, 1996) is Professor, Chair, and Director of Communication 101 in the Department of Communication at Indiana State University, Terre Haute, IN. His research and publications focus on the basic course, communication pedagogy, and instructional communication. He is the author of a basic course hybrid text, the editor of a book on training in the basic course, the editor of a forthcoming book on service and experiential learning, and the incoming editor of the BCCA.