2011

Index of Titles and Authors, Volumes 1-22

Follow this and additional works at: http://ecommons.udayton.edu/bcca

Part of the Higher Education Commons, Interpersonal and Small Group Communication Commons, Mass Communication Commons, Other Communication Commons, and the Speech and Rhetorical Studies Commons

Recommended Citation

(2011) "Index of Titles and Authors, Volumes 1-22," Basic Communication Course Annual: Vol. 23 , Article 15.
Available at: http://ecommons.udayton.edu/bcca/vol23/iss1/15

This Back Matter is brought to you for free and open access by the Department of Communication at eCommons. It has been accepted for inclusion in Basic Communication Course Annual by an authorized editor of eCommons. For more information, please contact frice1@udayton.edu, mschlangen1@udayton.edu.
INDEX OF TITLES

Volume 1, 1989

Gray, P.L. The basic course in speech communication: An historical perspective. 1-27.

Seiler, WJ. & McGukin, D. What we know about the basic course: What has the research told us? 28-42.


Smitter, R.D. Using plays and novels as case studies in the basic course. 70-81.

Phelps, L.A. A unit on relationship termination in the basic course. 82-94.

Haskins, W.A. Teaching ethics in the basic survey speech communication course. 95-105.

Greenberg, K.J. The necessity of separating idealized accountability from realized accountability: A case study. 106-133.

Wallace, S. & Morlan, D.B. Implications of student and instructor involvement in the basic course. 134-149.
Smilowitz, M. & Phelps, L.A. The interaction of teacher and student social styles and learning outcomes of the basic communication course. 150-168.

Trank, D.M. Training or teaching: A professional development program for graduate teaching assistants. 169-183.

Weaver, R.L., II & Cotrell, H.W. Teaching basic courses: Problems and solutions. 184-196.

Volume 2, 1990


Bourhis, J. & Berquist, C. Communication apprehension in the basic course: Learning styles and preferred instructional strategies of high and low apprehensive students. 27-46.

Yook, E. & Seiler, B. An investigation into the communication needs and concerns of Asian students in basic communication performance courses. 47-75.


Haynes, W.L. Beyond writing: The case for a speech-based basic course in a vid-oral world. 89-100.

Troester, R.A communication based model of friendship for the interpersonal communication course. 101-120.

Foster, T.J., Smilowitz, M., Foster, M.S. & Phelps, L.A. Some student perceptions of grades received on speeches. 121-142.

Goulden, N.R. A program of rater training for evaluating public speeches combining accuracy and error approaches. 143-165.
Index

Bendtschneider, L.B. & Trank, D.M. Evaluating the basic course: Using research to meet the communication needs of the students. 166-191.


Gibson, J.W., Hanna, M.S. & Leichty, G. The basic speech course at United States colleges and universities: V. 233-257.

Volume 3, 1991

Verderber, R.F. The introductory communication course: The public speaking approach. 3-15.

Pearson, J.C. & West, R. The introductory communication course: The hybrid approach. 16-34.

Brilhart, J.L. Small group communication as an introductory course. 35-50.

Donaghy, W.C. Introductory communication theory: Not another skills course. 51-72.

DeVito, J.A. The interpersonal communication course. 73-87.

Hugenberg, L.W., Owens, A.W., II & Robinson, D.J. The business and professional speaking course. 88-105.

Trank, D.M. & Lewis, P. The introductory communication course: Results of a national survey. 106-122.

Sandmann, W. Logic and emotion, persuasion and argumentation: “Good reasons” as an educational synthesis. 123-144.

Braithwaite, C.A. & Braithwaite, D.O. Instructional communication strategies for adapting to a multicultural introductory course. 145-160.

Sprague, J. Reading our own speech critiques as texts that reveal educational goals, instructional roles and communication functions. 179-201.


Hugenberg, L.W. & Yoder, D.D. Summary of the issues discussed during the seminar on the introductory course in speech communication. 269-280.

**Volume 4, 1992**


Hess, J.A. & Pearson, J.C. Basic public speaking principles: An examination of twelve popular texts. 16-34.

Ford, W.S.Z., & Wolvin, A.D. Evaluation of a basic communication course. 35-47.

Sandmann, W. Critical thinking is/as communication 48-71.


Weaver, R.L., II & Cotrell, H.W. Directing the basic communication course: Eighteen years later. 80-93.
Index

Gill, M.M. & Wardrope, W.J. To say or not; to do or not — those are the questions: Sexual harassment and the basic course instructor. 94-114.

Leff, M. Teaching public speaking as composition. 115-122.

Isserlis, J.A. Be relevant, careful, and appropriate: Scary advice on the use of humor to the novice public speaker. 123-140.

Whitecap, V.A. The introduction of a speech: Do good introductions predict a good speech? 141-153.

Vicker, L.A. The use of role models in teaching public speaking. 154-161.

Volume 5, 1993


Gray, P.L., Murray, M.G. & Buerkel-Rothfuss, N.L. The impact of perceived research and teaching competence on the credibility of a basic course director: A case study. 27-42.

Willer, L.R. Are you a REAL teacher? Student perceptions of the graduate student as instructor of the basic communication course. 43-70.

Buerkel-Rothfuss, N.L. & Fink, D.S. Student perceptions of teaching assistants (TAs). 71-100.


Beall, M.L. Teaching thinking in the basic course. 127-156.

Murphy, J.M. The ESL oral communication lesson: One teacher’s techniques and principles. 157-181.
Rolls, J.A. Experiential learning as an adjunct to the basic course: Student responses to a pedagogical model. 182-199.


Weber, D.R. Buerkel-Rothfuss, N.L., & Gray, P.L. Adopting a transformational approach to basic course leadership. 221-246.


Volume 6, 1994


Cronin, M.W. Interactive video instruction for teaching organizational techniques in public speaking. 19-35.

Jensen, K.K. & McQueeney, P. Writing as a tool for teaching public speaking: A campus application. 36-61.


McKinney, B.C. & Pullum, S.J. Obstacles to overcome in the implementation of a program to reduce communication apprehension in the basic public speaking course. 70-86.

Williams, D.E. & Stewart, R.A. An assessment of panel vs. individual instructor ratings of student speeches. 87-104.

Buerkel-Rothfuss, N.L., Fink, D.S. & Amaro, C.A. The incorporation of mentors and assistant basic course directors (ABCDs) into the basic course program: Creating a safety net for new teaching assistants. 105-128.
Willmington, S.C., Neal, K.E. & Steinbrecher, M.M. Meeting certification requirements for teacher certification through the basic course. 160-182.
Sandmann, W. The basic course in communication theory: A shift in emphasis. 183-206.
Cooper, P. Stories as instructional strategy: Teaching in another culture. 207-216.
Newburger, C., Brannon, L. & Daniels, A. Self-confrontation and public speaking apprehension: To videotape or not to videotape student speakers? 228-236.

Volume 7, 1995
Wood, J.T. Gerald M. Phillips’ devotion to basic communication skills. 1-14.
Treadwell, D. & Applbaum, R.L. The basic course in organizational communication: A national survey. 15-35.
Williams, G. TA training beyond the first week: A leadership perspective. 59-82.
Dwyer, K.K. Creating and teaching special sections of a public speaking course for apprehensive students: A multi-case study. 100-124.


Volume 8, 1996

Kramer, M.W. & Hinton, J.S. The differential impact of a basic public speaking course on perceived communication competencies in class, work, and social contexts. 1-25.

Williams, G. [En]visioning success: The anatomy and functions of vision in the basic course. 26-57.

Whaley, B.B. & Langlois, A. Students who stutter and the basic course: Attitudes and communication strategies for the college classroom. 58-73.

Spano, S. Rethinking the role of theory in the basic course: Taking a “practical” approach to communication education. 74-96.

Hickson, M., III. Rethinking our rethinking retrospectively: A rejoinder to Spano. 97-107.

Wood, J. Should class participation be required in the basic communication course? 108-124.

Handford, C.J. The basic course: A means of protecting the speech communication discipline. 125-135.

Hugenberg, L.W. Introduction to cultural diversity in the basic course: Differing points of view. 136-144.

Goulden, N.R. Teaching communication behaviors/skills related to cultural diversity in the basic course classroom. 145-161.
Oludaja, B. & Honken, C. Cultural pluralism: Language proficiency in the basic course. 162-174.

Kelly, C. Diversity in the public speaking course: Beyond audience analysis. 175-184.

Sellnow, D.D. & Littlefield, R. S. The speech on diversity: A tool to integrate cultural diversity into the basic course. 185-196.

Powell, K.A. Meeting the challenges of cultural diversity: Ideas and issues for the public speaking course. 197-201.

Volume 9, 1997

Osborn, M. Three metaphors for the competencies acquired in the public speaking class. 1-11.


Yook, E.L. Culture shock in the basic communication course: A cast study of Malaysian students. 59-78.

Heaton, D.W. The empowter-ing of America: Using infomercials to teach persuasion and popular discourse in the basic communication course. 79-93.

Miller, J.J. The use of simulation in the beginning public speaking classroom: Let’s make it realistic, relevant and motivating. 94-104.


Williams, G. Two heads are better than one? Setting realizable goals in the basic course. 130-159.
Hugenberg, L.W. & Moyer, B.S. A commentary: the basic communication course, general education and assessment. 160-179.

Volume 10, 1998

Wolvin, A.D. The basic course and the future of the workplace. 1-6.


Lubbers, C.A. & Seiler, W.J. Learning style preferences and academic achievement within the basic communication course. 27-57.

Quigley, B.L., Hendrix, K.G. & Freisem, K. Graduate teaching assistant training: Preparing instructors to assist ESL students in the introductory public speaking course. 58-89.

Schaller, K.A., & Callison, M.G. Applying multiple intelligence theory to the basic public speaking course. 90-104.

Spano, S. Delineating the uses of practical theory: A reply to Hickson. 105-124.

Hickson, M., III. Theory and pedagogy in the basic course: A summary from Spano and Hickson. 125-132.

Jensen, K.K. & Williams, D.E. Teaching the honors public speaking course. 133-156.

Hugenberg, L.W. & Moyer, B.S. Commentary: The research foundation for instruction in the beginning public speaking class. 157-170.
Index

Volume 11, 1999


Buerkel-Rothfuss, N.L. How basic course directors evaluate teaching assistants: Social constructionism in basic course land. 37-54.


Mino, M. Will the dazzling promise blind us?: Using technology in the beginning public speaking course. 79-107.


Cutspec, P.A., McPherson, K. & Spiro, J.H. Branching out to meet the needs of our students: A model for oral communication assessment and curriculum programs. 133-163.

Schnell, J. Analyzing C-SPAN in the basic communication course. 164-174.

Yoder, D.D. An idea for restructuring the basic communication course: A “time when needed” modular approach. 175-184.

Volume 12, 2000

Titsworth, B. Scott. The effects of praise on student motivation in the basic communication course. 1-27.

Sellnow, Deanna D. & Golish, Tamara. The relationship between a required self-disclosure speech and public speaking anxiety: Considering gender equity. 28-59.
Huffman, Karla J., Carson, Christy L. & Simonds, Cheri J. Critical thinking assessment: The link between critical thinking and student application in the basic course. 60-96

Gring, Mark A. & Littlejohn, Jera W. Assessment of the repeated speech performance as a pedagogical tool: A pilot study. 97-124

Heisler, Jennifer M., Bissett, Susan M. & Buerkel-Rothfuss, Nancy L. An examination of male and female students' perceptions of relational closeness: Does the basic course have an influence? 125-160

Hendrix, Katherine G. Peer mentoring for graduate teaching assistants: Training and utilizing a valuable resource. 161-192

Worley, David W. An acrostic approach to teaching public speaking in the hybrid communication course. 193-209

Volume 13, 2001

Hunt, Stephen K., Daradirek Ekachai, Darin L. Garaard & Joseph H. Rust. Students' perceived usefulness and relevance of communication skills in the basic course: Comparing university and community college students. 1-22

Cox, Stephen A. & Timothy S. Todd. Contrasting the relationships between teacher immediacy, teacher credibility, and student motivation in self-contained and mass lecture classes. 23-45

Treinen, Kristen & John T. Warren. Antiracist pedagogy in the basic course; teaching cultural communication as if whiteness matters. 46-75

Hess, Jon A. Rethinking our approach to the basic course: Making ethics the foundation of introduction to public speaking. 76-115
Schwartzman, Roy. What’s basic about the basic course? Enriching the ethosystem as a corrective for consumerism. 116-150

Dixson, Marcia D. Teaching social construction of reality in the basic course: Opening minds and integrating contexts. 151-173

Arnett, Ronald C. & Janie M. Harden Fritz. Communication and professional civility as a basic service course: dialogic Praxis between department and situated in an academic home. 174-206

Volume 14, 2002

Goulden, Nancy Rost. Revising public speaking theory, content, and pedagogy: A review of the issues in the discipline in the 1990’s. 1-38

Troup, Calvin L. Common sense in the basic public speaking course. 39-59

Hunt, Stephen K. & Cheri J. Simonds. Extending learning opportunities in the basic communication course: Exploring the pedagogical benefits of speech laboratories. 60-86

Dwyer, Karen Kangas, Robert E. Carlson & Sally A. Kahre. Communication apprehension and basic course success: The lab-supported public speaking course intervention. 87-112

Anderson, Karen & Karla Kay Jensen. An examination of the speech evaluation process: Does the evaluation instrument and/or evaluator’s experience matter? 113-163

Janusik, Laura A. & Andrew D. Wolvin. Listening treatment in the basic communication course text. 164-210

Johnson, Julia R., Susan M. Pliner & Tom Burkhart. Deafness and the basic course: A case study of universal in-
structional design and students who are d/Deaf in the (aural) communication classroom. 211-241

**Volume 15, 2003**

Sims, Judy Rene. Streaming student speeches on the internet: Convenient and “sonnected” feedback in the basic course. 1-40

Fassett, Deanna L. On defining at-risk: The role of educational ritual in constructions of success and failure. 41-82


Dwyer, Karen Kangas, Robert E. Carlson & Jennifer Dalbey. Oral communication apprehension. 117-143

Turman, Paul D. & Matthew H. Barton. Stretching the academic dollar: The appropriateness of utilizing instructor assistants in the basic course. 144-168

**Volume 16, 2004**

Turman, Paul D., & Matthew H. Barton, Bias in the evaluation process: Influences of speaker order, speaker quality, and gender on rater error in the performance based course. 1-35

Reynolds, Dana L., Stephen K. Hunt, Cheri J. Simonds, & Craig W. Cutbirth. Written speech feedback in the basic communication course: Are instructors too polite? 36-71


Jones, Adam C., Stephen Hunt, Cheri J. Simonds, Mark E. Comadena, & John R. Baldwin, Speech laboratories: An
exploratory examination of potential pedagogical effects on studies. 105-138

Treinen, Kristen P., Creating a dialogue for change: Educating graduate teaching assistants in whiteness studies. 139-164

Harter, Lynn M. Erika L. Kirby, Katherine L. Hatfield, & Karla N. Kuhlman, From spectators of public affairs to agents of social change: Engaging students in the basic course through service-learning. 165-194

Prividera, Laura C., Assessing sensitivity: A critical analysis of gender in teaching basic communication courses. 195-229

Edwards, Chad & Gregory J. Shepherd, Special forum on the philosophy of teaching education as communication: The pragmatist tradition. 230-246

Rawlins, William K., Teaching and learning in the spirit of friendship. 247-260

Modaff, Daniel P., Native virtues: Traditional Sioux philosophy and the contemporary basic communication course. 261-278

LaWare, Margaret R., The public speaking classroom as public space: Taking risks and embracing difference. 279-291

Sprague, Jo, Special forum on the philosophy of teaching: A synthesis and response. 272-306

Volume 17, 2005

Hunt, Stephen K, David R. Novak, Julie L. Semlak & Kevin R. Meyer, Synthesizing the first 15 Years of the Basic Communication Course Annual: What research tells us about effective pedagogy. 1-42
Hayes, Javette G, Problematic student behaviors in the college communication classroom: Reviewing and re-envisioning instructional communication research. 43-93

Rattenborg, Allison N., Cheri J. Simonds, Stephen K. Hunt, Preparing to participate: An exploration of student engagement through student work and instructors’ observations. 94-133

Wolfsen, Amy Rachelle, A study exploring the impact of two instructional paradigms on state and trait communication apprehension. 134-156

Turman, Paul D., Implementing technology into the basic course: The influence of sex and instructional technology use on teacher immediacy and student affective learning. 157-187

Marshall, Rodney K. & Michelle T. Violanti Individual conferences and the public speaking class. 188-217

**Volume 18, 2006**

Carlson, Robert E., Karen Kangas Dwyer, Shereen G. Bingham, Ana M. Cruz, Marshall Prisbell, Dennis A. Fuss, Connected classroom climate and communication apprehension: Correlations and implications of the basic course. 1-27

Prividera, Laura C., Suppressing Cultural Sensitivity: The role of whiteness in instructors' course content and pedagogical practices. 28-62

Worley, David W. & Debra A. Worley, The first year experience (FYE) and the basic communication course: insights from theory and practice. 63-101

Williams, David E. & Narissra M. Punyanunt-Carter, Speaking assignment options: Enhancing student involvement in the learning process. 102-116
Index

Durham, Wesley T. and Adam C. Jones, Undergraduate teaching assistants and their use of nonverbal immediacy behaviors in the basic communication course. 117-147

Wahl, Shawn T. & Chad Edwards, Enacting a pragmatist educational metaphysic through civic engagement in the basic media studies course. 148-173

Limon, M. Sean, Philip J. Aust & Lance R. Lippert, Instructors students, managers, and the basic organizational communication course: Are we all working together or working apart? 174-209

Special Forum on Theorizing the Basic Course

King, Janis L. Re-Focusing the basic public speaking course: Changing to an epideictic framework to create community. 210-229

Leeman, Mark & Arvind Singhal, The basic course as social change. 230-243

Craig, Deborah, Revising pedagogical strategies in large enrollment general education courses. 244-260

Harter, Lynn M., Elizabeth Graham, Stephanie Norander & Daniel E. Rossi-Keen, The use of professional seminars to prepare future faculty for teaching basic communication courses. 261-282

Special Forum on Discourses of the Basic Course

Preston, Marlene M. & Rachel Holloway, Case study of a basic course: Using sssessment to legitimize innovation. 283-302

Titsworth, Scott, Ben Bates & Pam Kinneston, Kenneth Burke, The basic communication course, and applied scholarship. 303-315
Volume 19, 2007

Meyer, Kevin R., Cheri J. Simonds, Brent K. Simonds, John R. Baldwin, Stephen K. Hunt, Mark E. Comadena, Designing classroom management training for basic course instructors. 1-36

Broeckelman, Melissa A. Creating sites for connection in the classroom: Dialogism as a pedagogy for active learning. 37-71

Kussart, Natalie J., Stephen K. Hunt, Cheri J. Simonds, Learning communities in the basic communication course: Exploring students’ perception of power and use of compliance-gaining strategies. 72-103

Howe, Marlina Marie, Karen Kangas Dwyer, This influence of diaphragmatic breathing to reduce situational anxiety for basic course students. 104-137

Stern, Lesa A. Melissa Hailer, Presentation skills: An assessment of university and career related presentations. 138-165

Theisen, Lisa M. Roberta A. Davilla, Seeking social support among female graduate teaching assistants. 166-201

Volume 20, 2008

Fassett, Deanna L., John T. Warren, Pedagogy of relevance: A critical communication pedagogy agenda for the “basic” course. 1-34

Meyer, Kevin R., Stephan K. Hunt, Mark E. Comadena, Cheri J. Simonds, Brent K. Simonds, John R. Baldwin, Assessing classroom management training for basic course instructors. 35-71

Semlak, Julie, Traditional pedagogical tools: Examining peer feedback in the basic communication course. 71-100
Pearson, Judy C., Jeffrey T. Child, The influence of biological sex, previous experience, and preparation time on classroom public speaking grades. 101-137

Preston, Marlene J., J. Matt Giglio, Kristin N. English, Redesigning public speaking: A case study in the use of instructional design to create the interchange model. 138-173

Payne, Holly J., Sally O. Hastings, Grade distributions in the basic public speaking course: exploring the differences and pedagogical implications of faculty rank. 174-196

Fotsch, Paul. Race and resistance in the communication classroom. 197-230

**Volume 21, 2009**

Hunt, Stephen K., Cheri J. Simonds, Brent K. Simonds. Uniquely qualified distinctively competent: Delivering 21st century skills in the basic course. 1-29

Bingham, Shereen G., Robert E. Carlson, Karen K. Dwyer, Marshall Prisbell. Student misbehaviors, instructor responses and connected classroom climate: Implications for the basic course. 30-68

Simonds, Cheri J., Kevin R. Meyer, Stephen K. Hunt, Brent K. Simonds. Speech evaluation assessment: An analysis of written speech feedback on instructor evaluation forms in the basic communication course. 69-96

Morreale, Sherwyn, David Worley, Lawrence Hugenberg. Follow-up to the NCA basic communication course survey VII: Using learning. 97-134

Prisbell, Marshall, Karen K. Dwyer, Robert E. Carlson, Shereen G. Bingham, Anna M. Cruz. Connected classroom climate and communication in the basic course: Associations with learning. 151-172

**Volume 23, 2011**
Pensoneau-Conway, Sandra L. Desire and passion as foundations for teaching and learning: A pedagogy of the erotic. 173-206

**Volume 22, 2010**

Child, Jeffrey T. A Life of scholarship and service to the communication discipline: Celebrating Lawrence W. Hugenberg. 1-5


Heimann, Roxanne, Paul Turman. The influence of instructor status and sex on student perceptions of teacher credibility and confirmation across time. 87-124.

Hao, Richie Neil. (Re)Constructing ELL and international student identities in the oral communication course. 125-152.

Miller, John J. Student evaluations for the online public speaking course. 153-171.

McRae, Chris. Repetition and possibilities: Foundational communication course, graduate teaching assistants, etc. 172-200.
**AUTHOR INDEX**

**BASIC COMMUNICATION COURSE ANNUAL**  
**VOLUMES 1-22**

<table>
<thead>
<tr>
<th>Author</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ahlfeldt, Stephanie</td>
<td>2009</td>
</tr>
<tr>
<td>Amaro, Charlotte A.</td>
<td>1994</td>
</tr>
<tr>
<td>Anderson, Karen</td>
<td>2002</td>
</tr>
<tr>
<td>Angelos, Jessica</td>
<td>2010</td>
</tr>
<tr>
<td>Applbaum, Ronald L.</td>
<td>1995</td>
</tr>
<tr>
<td>Arnett, Ronald C.</td>
<td>2001</td>
</tr>
<tr>
<td>Aust, Philip J.</td>
<td>2006</td>
</tr>
<tr>
<td>Ayres, Debbie M.</td>
<td>1994</td>
</tr>
<tr>
<td>Ayres, Joe</td>
<td>1994</td>
</tr>
<tr>
<td>Barton, Matthew H.</td>
<td>2003, 2004</td>
</tr>
<tr>
<td>Bates, Benjamin</td>
<td>2006</td>
</tr>
<tr>
<td>Beall, Melissa L.</td>
<td>1993</td>
</tr>
<tr>
<td>Berndtschneider, Lyn B.</td>
<td>1990</td>
</tr>
<tr>
<td>Berko, Roy M.</td>
<td>1998</td>
</tr>
<tr>
<td>Berquist, Charlene</td>
<td>1990</td>
</tr>
<tr>
<td>Bingham, Shereen G.</td>
<td>2006, 2009</td>
</tr>
<tr>
<td>Bissett, Susan</td>
<td>2000</td>
</tr>
<tr>
<td>Bourhis, John</td>
<td>1990</td>
</tr>
<tr>
<td>Braithwaite, Charles A.</td>
<td>1991</td>
</tr>
<tr>
<td>Braithwaite, Dawn O.</td>
<td>1991</td>
</tr>
<tr>
<td>Brann-Barrett, M. Tanya</td>
<td>2004</td>
</tr>
<tr>
<td>Brannon, Linda</td>
<td>1994</td>
</tr>
<tr>
<td>Brilhart, John L.</td>
<td>1991</td>
</tr>
<tr>
<td>Broeckelman, Melissa</td>
<td>2007</td>
</tr>
<tr>
<td>Burkhart, Tom</td>
<td>2002</td>
</tr>
<tr>
<td>Butler, Marilynn N.</td>
<td>1995</td>
</tr>
<tr>
<td>Callison, Marybeth G.</td>
<td>1998</td>
</tr>
<tr>
<td>Carson, Christy L.</td>
<td>2000</td>
</tr>
<tr>
<td>Child, Jeffrey T</td>
<td>2008</td>
</tr>
<tr>
<td>Cooper, Pamela</td>
<td>1994</td>
</tr>
<tr>
<td>Cotrell, Howard W.</td>
<td>1989, 1992</td>
</tr>
<tr>
<td>Cox, TePhen A.</td>
<td>2001</td>
</tr>
<tr>
<td>Craig, Deborah</td>
<td>2006</td>
</tr>
<tr>
<td>Cronin, Michael W.</td>
<td>1994, 1994</td>
</tr>
<tr>
<td>Cruz, Ana M.</td>
<td>2006, 2009</td>
</tr>
<tr>
<td>Cuthbirth, Craig W.</td>
<td>2004</td>
</tr>
<tr>
<td>Cutspec, Patricia A.</td>
<td>1999</td>
</tr>
<tr>
<td>Dalbey, Jennifer</td>
<td>2003</td>
</tr>
<tr>
<td>Daniel, Arlie</td>
<td>1994</td>
</tr>
<tr>
<td>Davilla, Roberta A.</td>
<td>1997, 2007</td>
</tr>
<tr>
<td>Dawson, Edwin J.</td>
<td>1991</td>
</tr>
<tr>
<td>DeVito, Joseph A.</td>
<td>1991</td>
</tr>
<tr>
<td>Dixson, Marcia D.</td>
<td>2001</td>
</tr>
<tr>
<td>Donaghy, William C.</td>
<td>1991</td>
</tr>
<tr>
<td>Durham, Wesley T.</td>
<td>2006</td>
</tr>
<tr>
<td>Edwards, Chad</td>
<td>2004, 2006</td>
</tr>
<tr>
<td>Ekachai, Daradirek</td>
<td>2001</td>
</tr>
<tr>
<td>English, Kristin N.</td>
<td>2008</td>
</tr>
<tr>
<td>Fassett, Deanna L.</td>
<td>2003, 2008</td>
</tr>
<tr>
<td>Fink, Donn S.</td>
<td>1993, 1994</td>
</tr>
<tr>
<td>Ford, Wendy S. Zabava</td>
<td>1992</td>
</tr>
<tr>
<td>Foster, Marilyn S.</td>
<td>1990</td>
</tr>
<tr>
<td>Foster, Ted J.</td>
<td>1990</td>
</tr>
</tbody>
</table>

Volume 23, 2011
BASIC COMMUNICATION COURSE ANNUAL

Fotsch, Paul 2008
Freisem, Karen. 1998
Fritz, Janie M. Harden, 2001
Fus, Dennis A. 1999, 2006
Garrard, Darin L., 2001
Gibson, James W. 1990, 1997
Giglio, J. Matt 2008
Gill, Mary M. 1992
Golish, Tamara 2000
Gorcyca, Diane Atkinson. 1992
Goulden, Nancy Rost. 1990, 1995, 2002
Graham, Elizabeth E., 2006
Greenberg, Karen J. 1989
Gring, Mark A. 2000
Hackman, Michael Z. 1995, 1997
Haile, Melissa 2007
Haleta, Laurie B. 1990
Handford, Charlene J. 1996
Hanna, Michael S. 1990, 1999
Hao, Richie Neil 2010
Harter, Lynn M. 2004, 2006
Haskins, William A. 1989, 2002
Hasxting, Sally 2008
Hatfield, Katherine L. 2004
Hayes, Javette Grace, 2005
Haynes, W. Lance. 1990
Heaton, Daniel W. 1997
Heimann, Roxanne L. 2010
Heisler, Jennifer M. 2000
Hemphill, Michael. 1992
Hendrix, Katherine G. 1998, 2000
Herakova, Liliana L. 2010
Hickson, III, Mark. 1996, 1997
Hill, L. Brooks. 1994
Hines, Jamie L. 2010
Hinton, J. S. 1996
Holloway, Rachel, 2006
Honken, Connie. 1996
Howe, Marlina M. 2007
Huffman, Karla J. 2000
Isserlis, Judythe A. 1992
Janusik, Laura A., 2002
Johnson, Karla Kay. 2006
Johnson, Julia R., 2002
Johnson-Jones, Joni M. 1999
Jones, Adam C. 2004, 2006
Kahre, Sally A., 2002
Kasch, Chris R. 1997
Kennan, William R. 1994
Kelly, Christine. 1996
Kenniston, Pamela J., 2006
King, Janis L. 2006
Kirby, Erika L. 2004
Kirchner, W. Faye. 1991
Kosloski, David L. 1990
Kramer, Michael W. 1995
Kuhlman, Karla N. 2004
Kurtz, Ryan R. 2010
Kussart, Natalie J. 2007
Lamoureux, Elizabeth R. 1997
Langlois, Aimee. 1996
LaWare, Margaret R. 2004
Leeman, Mark, 2006
Leff, Michael. 1992
Leichty, Greg. 1990
<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lewis, Pat.</td>
<td>1991</td>
</tr>
<tr>
<td>Limon, M. Sean.</td>
<td>2006</td>
</tr>
<tr>
<td>Lippert, Lance R.</td>
<td>2006</td>
</tr>
<tr>
<td>Littlefield, Robert S.</td>
<td>1996</td>
</tr>
<tr>
<td>Littlejohn, Jera W.</td>
<td>2000</td>
</tr>
<tr>
<td>Marshall, Rodney, K.</td>
<td>2005</td>
</tr>
<tr>
<td>McGuikin, Drew.</td>
<td>1989, 1993</td>
</tr>
<tr>
<td>McKinney, Bruce C.</td>
<td>1994</td>
</tr>
<tr>
<td>McPherson, Kevin.</td>
<td>1999</td>
</tr>
<tr>
<td>McQueeny, Pat.</td>
<td>1994</td>
</tr>
<tr>
<td>McRae, Chris</td>
<td>2010</td>
</tr>
<tr>
<td>Miller, John J.</td>
<td>1997, 2010</td>
</tr>
<tr>
<td>Mino, Mary.</td>
<td>1995, 1999</td>
</tr>
<tr>
<td>Modaff, Daniel P.</td>
<td>2004</td>
</tr>
<tr>
<td>Morlan, Don B.</td>
<td>1989</td>
</tr>
<tr>
<td>Murphy, John M.</td>
<td>1993</td>
</tr>
<tr>
<td>Murray, Martin G.</td>
<td>1993, 1994</td>
</tr>
<tr>
<td>Neal, Kay E.</td>
<td>1994</td>
</tr>
<tr>
<td>Nelson, Paul.</td>
<td>1990</td>
</tr>
<tr>
<td>Newbenger, Craig.</td>
<td>1992, 1994</td>
</tr>
<tr>
<td>Norander, Stephanie</td>
<td>2006</td>
</tr>
<tr>
<td>Novak, David R.</td>
<td>2005</td>
</tr>
<tr>
<td>Oludaja, Bayo.</td>
<td>1996</td>
</tr>
<tr>
<td>Osborn, Michael.</td>
<td>1997</td>
</tr>
<tr>
<td>Owens, Alfred W., II.</td>
<td>1991</td>
</tr>
<tr>
<td>Payne, Holly</td>
<td>2008</td>
</tr>
<tr>
<td>Pensoneau-Conway, Sandra</td>
<td>2009</td>
</tr>
<tr>
<td>Authors</td>
<td>Years</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Simonds, Brent</td>
<td>2007, 2008, 2009</td>
</tr>
<tr>
<td>Smilowitz, Michael</td>
<td>1989, 1990</td>
</tr>
<tr>
<td>Smitter, Roger</td>
<td>1989</td>
</tr>
<tr>
<td>Spano, Shawn</td>
<td>1996, 1997</td>
</tr>
<tr>
<td>Spiro, Julie H.</td>
<td>1999</td>
</tr>
<tr>
<td>Sprague, Jo.</td>
<td>1991, 2004</td>
</tr>
<tr>
<td>Steinbrecher, Mild</td>
<td>1994</td>
</tr>
<tr>
<td>Stern, Lesa</td>
<td>2007</td>
</tr>
<tr>
<td>Stewart, Robert A.</td>
<td>1994</td>
</tr>
<tr>
<td>Theisen, Lisa</td>
<td>2007</td>
</tr>
<tr>
<td>Thomas, Richard W.</td>
<td>1989</td>
</tr>
<tr>
<td>Titsworth, B. Scott</td>
<td>2000</td>
</tr>
<tr>
<td>Timothy s. Todd</td>
<td>2001</td>
</tr>
<tr>
<td>Treadwell, D.</td>
<td>1995</td>
</tr>
<tr>
<td>Treinen, Kristen P.</td>
<td>2001, 2004</td>
</tr>
<tr>
<td>Troup, Calvin L.</td>
<td>2002</td>
</tr>
<tr>
<td>Troester, Rod.</td>
<td>1990, 1993</td>
</tr>
<tr>
<td>Verderber, Rudolph F.</td>
<td>1991</td>
</tr>
<tr>
<td>Vicker, Lauren A.</td>
<td>1992</td>
</tr>
<tr>
<td>Violanti, Michelle T.</td>
<td>2005</td>
</tr>
<tr>
<td>Wahl, Shawn T.</td>
<td>2006</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Authors</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wallace, Sam.</td>
<td>1989, 1995</td>
</tr>
<tr>
<td>Wardrope, William J.</td>
<td>1992</td>
</tr>
<tr>
<td>Weaver, Richard L.</td>
<td>1989, 1992</td>
</tr>
<tr>
<td>Weber, Dawn R.</td>
<td>1993</td>
</tr>
<tr>
<td>West, Richard</td>
<td>1991</td>
</tr>
<tr>
<td>Whaley, Bryan B.</td>
<td>1996</td>
</tr>
<tr>
<td>Whitecap, Valerie A.</td>
<td>1992</td>
</tr>
<tr>
<td>Willer, Lynda R.</td>
<td>1993</td>
</tr>
<tr>
<td>Willmington, S. Clay.</td>
<td>1994</td>
</tr>
<tr>
<td>Wolfsen, Amy Rochelle</td>
<td>2005</td>
</tr>
<tr>
<td>Wood, Jennifer</td>
<td>1996</td>
</tr>
<tr>
<td>Wood, Julia T.</td>
<td>1995</td>
</tr>
<tr>
<td>Worley, Deborah A.</td>
<td>2006</td>
</tr>
</tbody>
</table>