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Contents and Abstracts

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This investigation examined the impact that instructor out-of-class support (OCS) and sex differences have on students' perceptions of instructor credibility. Participants (N = 634) were randomly assigned to one of six experimental conditions manipulating the degree to which an instructor responds with a highly supportive, moderately supportive, or non-supportive message following a hypothetically stressful situation. Multivariate analyses revealed a two-way interaction effect of instructor OCS by student sex on perceptions of instructor credibility. Significant and meaningful main effects for instructor OCS on all three dimensions of credibility (i.e., competence, trustworthiness, and caring) were also obtained, with students attributing more credibility to highly supportive instructors than to instructors who provide only moderate or no messages of support.

Georgeta M. Hodis, Flaviu A. Hodis

This study integrates findings from the motivation-achievement and communication literature to underline the salient role that (communicative) self-efficacy beliefs play in academic settings. Additionally, this research shows that communicative self-efficacy beliefs

viii

can be accurately assessed by using a measure of self-perceived communication competence (SPCC). Using longitudinal data from 705 undergraduate students, the study shows that participants' communicative self-efficacy beliefs increased linearly during the semester in which they were enrolled in a basic communication course. Finally, findings from this research indicate that the magnitude of change in self-efficacy was linked to the context of communication as well as attuned to the scope of classroom instruction.

Students often do not look forward to enrolling in public speaking courses, and therefore, it is warranted to examine opportunities to develop a supportive peer communication climate in what is typically seen as an anxiety inducing course. The present study collected data at three points in a semester (first day, mid-semester, and end-semester) to determine if initial perceptions of student-to-student connectedness and instructors' communication behaviors (humor, nonverbal immediacy, and self-disclosure) lead to positive increases in student-to-student connectedness over the course of a semester in public speaking classes. Changes in perceptions of student-to-student connectedness at mid- and end-semester were predicted by first day perceptions of connectedness, followed by nonverbal immediacy, and teacher humor. Also, connectedness predicted students' affect for the course,

ix

and teacher nonverbal immediacy and humor pre-dicted students' affect toward the instructor. However, teacher self-disclosure (i.e., amount) was negatively linked to students' affective learning.

This study examines the role a speech center plays in supporting university-wide oral communication as-sessment. Specifically, this study queries student usage of speech center support services and perceived changes in public speaking anxiety, public speaking confidence, and public speaking skills. The findings indicate that students who report more visits to the speech center also perceive that using the speech center helped reduce their speech anxiety and increase their confidence in public speaking. In addition, those who report it "helpful" to self-evaluate recordings of their in-class speeches also report a greater reduction in speech anxiety, a greater increase in confidence, and a greater increase in public speaking skills over the course of the semester. Implications for basic course assessment programs and speech centers are dis-cussed.

A web-based survey of 357 respondents enrolled in ba-sic communication courses was conducted to examine communication center usage, communication appre-

x

hension, and help seeking behaviors. There was no significant difference between students who attended the communication center and those who did not in their communication apprehension and help seeking behaviors. There were significant correlations between help seeking behaviors and communication apprehension. Demographics, communication apprehension, and communication center usage and awareness predicted multiple types of help seeking behaviors.

Learning to develop and deliver effective oral citations is an important speechmaking skill that helps to enhance the credibility of the speaker, the persuasiveness of the source, and reduce unintentional plagiarism. A content analysis of oral citation guidelines in the most widely-used public speaking textbooks reveals that they take different approaches to the topic of oral citations. The texts differ on the bibliographic elements that should be included in an oral citation, when an oral citation is necessary, and how oral citations should be introduced. In some cases, examples of citations in student speeches and chapter text do not follow the authors' guidelines. The findings prompt a call for common standards and greater uniformity within the discipline in order to produce effective and ethical speakers. Recommendations for textbooks as well as public speaking instructors are discussed.

xi

Kristen Lynn Majocha

Have you ever remained parked in your car in order to hear the end of a song or a news story? This is called a driveway moment (Pine, 2007). Kenneth Burke refers to this fulfilling of our desires, the desire for the conclusion, as an "appetite" that humans have for form (Burke, 1931). Songs have form, movies have form, literature has form. As teachers of the Basic Communication Course, we should recognize this appetite for form and incorporate form into our syllabi. Form in the way Kenneth Burke describes—form that has one part leading to the anticipation of another part—is applied via Burke's pentad to the Basic Communication Course syllabus in this essay. The idea is that students ought to be gratified by the sequence of the syllabus as well as informed by the matter of the syllabus, thus inducing driveway moments for students of the Basic Communication Course.

xii