Contents and Abstracts

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In response to a call for increased research on educa-
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147) speaker anxiety and self-perceived communica-

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tion competence. A significant decrease in speaking anxiety occurred over the course of the semester, supporting efficacy of the online basic speech course at the university level. However, the predicted significant increase in self-perceived communication competence was not found, warranting additional considerations in online course designs. The significant reduction in speaking anxiety within the online course is promising and suggests that this learning goal can be met in this instructional setting. However, since enhancing students’ self-perceived communication competence remains a critical learning outcome of the basic communication course, these findings suggest that online course development heighten focus on related interventions.

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Samuel P. Wallace

The purpose of this essay is to provide clarity and direction for developing and maintaining outcome-driven courses for inclusion in general education curricula. The focus is on the basic course in Communication, but the principles can be applied to nearly any course. The outcome-driven perspective changes many traditional conceptions of the basic communication course and provides an opportunity to integrate communication content into a student’s broader college education and subsequent career. A model is proposed that can provide guidance in the development of sustainable courses that emerged from the experience with course development and implementation.
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Employers’ Views of the Basic Course .......................... 102
John F. Hooker, Cheri J. Simonds

This essay is designed to connect specific communication skills desired by employers in industry to basic course concepts. While communication is often identified as one of the most important skills for graduates seeking employment, this broad view makes it nearly impossible for basic course directors and instructors to design their pedagogy to satisfy students’ future needs. This manuscript examines a part of the 2014 Basic Course Conference where industry leaders were invited to present what they felt to be the most important communication skills and knowledge in employees and then engaged in a discussion with the attending basic course directors to clarify which specific communication skills they desired most. This study ties those communication skills and knowledge to concepts common to the basic course identified in the 2014 document produced by the National Communication Association Core Competencies for Introductory Communication Courses Task Force on the role of communication in general education, as well as the most recent Basic Communication Course Survey from 2010.

Comparisons of Speech Anxiety in Basic Public Speaking Courses: Are Intensive or Traditional Semester Courses Better? .................. 117
Mary Z. Ashlock, William A. Brantley, Katherine B. Taylor

Students of public speaking are often asked if a basic public speaking course helped them deal with their fear of public speaking. Comparisons of anxiety levels between students enrolled in traditional 15-week se-
mester courses and those enrolled in intensive courses has received little attention. The purpose of this exploratory, quasi-experimental study was to determine whether students enrolled in intensive public speaking courses reported higher levels of communication apprehension, i.e., speech anxiety. Participants were 722 undergraduate students who completed the Personal Report of Public Speaking Anxiety instrument. The findings indicated that students enrolled in intensive public speaking courses had significant moderate communication apprehension scores compared to students enrolled in 15-week semester courses. It is argued that the study indicates that there are factors that should be explored in further research on intensive public speaking courses.

Connecting to Veterans in Public Speaking Courses

Alisa Roost

While much research has analyzed the role of military veterans’ centers on campus, faculty can also purposefully support veterans, a diverse group that may benefit from some accommodations. Intentional pedagogy that keeps the needs of veterans in mind can help us better support diverse populations regardless of military status. Specific issues professor may better engage include student alienation and connection, anxiety, language and clarity of directions. Professors can address issues of alienation and connection by working to create a welcoming classroom without singling veterans out. Professors should take communication anxiety among veterans very seriously as communication anxiety may be linked to post-traumatic stress disorder (PTSD) and avoidance of stressful situations is a common symptom of PTSD. Faculty should be aware
of language retrieval difficulties that PTSD and Traumatic Brain Injury (TBI) can cause. Furthermore, military language focuses on succinct, clear messages that are different from academic rhetoric. Finally faculty may find that very specific directions support veterans as they transition to a less-structured civilian environment. Ultimately, faculty should listen to veterans’ concerns.

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