

# Basic Communication Course Annual

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## Editor's Page

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# Editor's Page

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*Joseph P. Mazer, Clemson University*

The *Basic Communication Course Annual* features the best scholarship on topics pertaining to our discipline's introductory course, our "bread and butter" class, the "front porch" course, or whatever metaphor you would like to use to characterize the great work that happens here. And Volume 31 reflects the great work happening in our corner of the discipline.

The articles presented in Volume 31 of the *Annual* encompass a wide range of topics that advance our understanding of basic course pedagogy, practice, and administration. Jillian Joyce, Alex Kritselis, Samantha Dunn, Cheri J. Simonds, and Ben Lynn open Volume 31 with a synthesis of research published over the past 13 years that reflects the current state of our journal. Their analysis calls for further research focusing on diverse student populations, innovative pedagogical methods, and a greater focus on basic course-specific issues.

Craig O. Stewart, John R. McConnell III, Lori A. Stallings, and Rod D. Roscoe examine relationships among growth mindset for public speaking (i.e., the implicit theory that public speaking abilities can be developed and improved) and beliefs about the nature of public speaking, public speaking apprehension (PSA), and self-perceived public speaking competence (SPPSC) in intensive and traditional formats of a general education public speaking course. They find growth mindset to be associated with lower PSA, higher SPPSC, and more sophisticated beliefs about public speaking.

Students often enter the basic communication course with learning expectations and motivations to transfer knowledge outside the classroom. Stevie M. Munz and Janet Colvin examine qualitative pre- and post-test responses from students to assess their self-defined learning and speaking preparation expectations. They find that students articulate their goals in relationship to communication skills (e.g., reduce anxiety, verbal/non-verbal, audience analysis, personal goals, and confidence) and preparation (e.g., writing, outlining, presenting, and past experiences). Robert

Sidelinger and Brandi N. Frisby use interactionist theory to examine students' social integration and academic outcomes in first-year experience basic communication courses. The results reveal that students' perceptions of proactivity, instructor rapport, and peer connectedness all increased over the course of a semester, suggesting social integration (i.e., rapport and connectedness) and proactivity are vital to student success.

A case study by Joshua N. Westwick, Karla M. Hunter, and Barbara A. Kleinjan examines the effectiveness of a formative assessment intervention in an honors section of a basic public speaking course. Their results show significant and sustained reductions in honors students' public speaking anxiety directly after the intervention and significant increases in these students' self-perceived communication competence later, after the classroom delivery of the first speech.

In an attempt to meet rising student demand and deliver instruction in a cost-effective fashion, colleges and universities are offering more online courses. Melissa A. Broeckelman-Post, Katherine E. Hyatt Hawkins, Anthony R. Arciero, and Angie S. Malterud report that they've found a large degree of similarity in student growth indicators across online and face-to-face formats, with students in online courses demonstrating higher behavioral engagement.

During my term as editor, I elected to build upon the work of my predecessor, Joe Valenzano, and continue the *Annual's* forum series. This feature is designed to invite scholars and basic course practitioners to propose and debate specific key questions of concern related to the basic course. Submitters to Volume 31 were asked to focus on one of the following topics: (1)

What curricular programs present the best opportunity for curricular connections to the basic course? Authors could consider study abroad, housing, career services, specific academic units such as business or engineering, and/or others; or (2) Building upon conversations from the July 2018 Basic Course Institute (hosted by University of Dayton), authors could highlight the administrative successes and challenges they face as basic course directors. The essays featured here address various topics, including connections to STEM courses, a university-wide critical thinking program, ways to address student misbehaviors in partnership with a university's student conduct office, and methods to accommodate students with anxiety while partnering with a university's student accommodations office. I am certain that you will find these essays helpful as you navigate your role as a basic course instructor, administrator, and/or scholar.

I would like to extend my sincere thanks to all members of the editorial board who graciously gave of their time and energy to ensure that the journal features the best scholarship related to the basic communication course. The journal's editorial assistant, Kody Frey (University of Kentucky), spent considerable time preparing the final accepted manuscripts for the publisher. I thank him for his great work. I would also like to thank Maureen Schlangen from the University of Dayton's Roesch Library for her dedication and commitment to the journal. In the coming months, I look forward to receiving your scholarly submissions for Volume 32 of the *Annual*, which will serve as the final volume of my editorial term. I am confident that we will continue to publish the best scholarship on our discipline's introductory course.