

# Basic Communication Course Annual

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## Editor's Page

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## Editor's Page

### Erratum

Revised April 5, 2022, to reflect the withdrawal of an essay in the Basic Course Forum.

## Editor's Page

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*Brandi N. Frisby, University of Kentucky*

The *Basic Communication Course Annual* is the home for scholarship related to all aspects of the basic course ranging from curriculum design and the process of instruction and pedagogy to effective administration and assessment. Volume 34 highlights research along this entire spectrum providing theoretical and practical value for our discipline's introductory course. Although this volume of the *Basic Communication Course Annual* was not a special issue on the COVID-19 pandemic, it may come as no surprise that many of articles included here focused on that reality. Instructors, basic course directors, and students have been navigating teaching and learning foundational communication skills during a pandemic and this has necessitated an altered approach to teaching and assessing the basic course. The articles presented here are complementary in that they approach this reality from the perspective of understanding students' motivation, course administrator's relationship management, or the view that public speaking in a pandemic can foster resilience.

Joshua F. Hoops focused on situational communication apprehension with the environmental factors of a pandemic considered as the unique situation in which students were being asked to perform. Using observations, interviews, and observational methods, this study highlights the seemingly experimental nature of learning public speaking while in a pandemic. In general, however, Hoops concludes that pandemic public speaking led to opportunities to build resilience in students.

Jessalyn I. Vallade, Renee Kaufmann, and T. Kody Frey replicated and extended previous, pre-COVID-19 research that examined student motivation and engagement in the basic course by examining the same variables during the shift to online learning. There were some similarities in desired relatedness and connection in pre-pandemic and during pandemic instructor behaviors. Yet, one emergent theme

labeled as instructor presence was more important for motivation and engagement during the pandemic and offered insight into how instructors showed presence during these challenging times.

Ashley N. Aragon and Drew T. Ashby-King interviewed basic course administrators about their relationship management styles and how those styles facilitated the move of often large, multi-section, and standardized courses to remote instruction. Course administrators had to balance both rhetorical and relational management strategies and this balance led to positive outcomes for both the instructors who needed support and resources and for students who were trying to learn during a pandemic.

On the other hand, two studies in this volume did not focus on COVID-19. Kristin L. Farris and Michael Burns built their study on the idea that the basic course classroom is an ideal place for university socialization and that this socialization process may include integrating core values into the curriculum. In this experimental study, students were able to recall the value messages more effectively when students received messages and completed an experience related to the values. This provides valuable advice to those designing the basic course curriculum and highlights important ways that the basic course may partner across campus to contribute to the overall success of the university (e.g., adjustment, retention).

Joe C. Martin examined the use of mobile technology in the basic course classroom introducing a new term to the basic course literature, “phubbing,” or the act of snubbing one’s classmates and instructor to focus on one’s phone. Using mixed methods, Martin found that student use of technology was high, but not perceived by students as excessive. The students qualitatively described how using mobile technology in the classroom could aid relational development, hinder relational development, and was a cue between students to indicate communicative willingness or avoidance tendencies. Classroom connectedness, in particular was found to be negatively affected by phubbing, which can perhaps, prompt instructors to consider their technology policies.

Given the important conversations generated by the forum series under the editorship of Joe Valenzano and then Joe Mazer, I’ve continued the forum series under my editorship. This forum did challenge authors to think about pandemic pedagogy lessons for the basic course. In a context where the pandemic may seem unending, there were positive takeaways to strengthen our basic courses as well. Nicholas T. Tatum and Melissa Broeckelman-Post proposed multiple ways that course administrators can more proactively plan courses so that they can pivot and

adapt when a crisis arises. LeAnn M. Brazeal focused on increased reliance and the development of efficacy with technology and advocated for the continued use of many of these pedagogical tools to improve course accessibility to benefit all students, whether in person or online. Roy Schwartzman provided a thoughtful response. Another paper originally published in the Basic Course Forum was subsequently withdrawn.

I want to extend a special note of gratitude to all of those who contributed to this volume. Our authors submitted manuscripts that were timely and important. Our reviewers and editorial team provided immensely constructive feedback. I received invaluable support from my editorial assistant, Hayley Hoffman (University of Kentucky), and the scholarly publishing manager, Maureen Schlangen (University of Dayton). This entire group continued to perform to bring a special volume to fruition, even in an ongoing and challenging pandemic.

I look forward to continuing to work with this amazing community of scholars and educators in my final year of my editorship.