

Basic Communication Course Annual

Volume 35

Article 2

2023

Editor's Page, Volume 35 (2023)

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Recommended Citation

Frisby, Brandi N. (2023) "Editor's Page, Volume 35 (2023)," *Basic Communication Course Annual*: Vol. 35, Article 2.

Available at: <https://ecommons.udayton.edu/bcca/vol35/iss1/2>

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Editor's Page

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 35 highlights research and future directions along this entire spectrum providing theoretical and practical value for our discipline's introductory course.

As this was my final volume with BCCA, I extended a special invitation to Drs. Sherry Morreale and Scott Myers to contribute to the conversation. Together, they have contributed much to our knowledge about the state of the basic course through their series of surveys and publications. I find agenda setting essays of this nature a necessary part of the awareness, reflection, and problem-solving cycle critical to advancing both research and instruction. In this essay, they challenge basic course directors and instructors to reconsider the basic course as we know it in this agenda setting essay.

Many of the articles in this volume also rise to their challenges. Effective basic course administration and assessment should take a holistic approach beginning with course design through assessment and while taking both the academic and socio-emotional components of the students into consideration. This collection of articles focuses on the holistic experience of basic course students. Specifically, Divine N. Aboagye, John Hooker, and Cheri J. Simonds focused on the value of setting the stage for the basic course starting with the syllabus as a rhetorical document. Next, T. Kody Frey and Jessalyn I. Vallade longitudinally examined learning outcomes that have garnered longstanding interest in our discipline, the writing and speaking efficacy of students who complete the basic communication course. Finally, Melissa A. Broeckelman-Post, Aayushi Hingle Collier, and Henri K. Huber focused on student well-being with a particular interest in understanding how the communication skills taught in basic courses can contribute to students' abilities to flourish socially.

The focus on diversity, equity, and inclusion (DEI) is at the forefront of higher education conversations. Thus, the forum in this volume asked authors to tackle these questions related to DEI and course administration building upon the innovative basic course textbook, *Inclusive Public Speaking*, by Kristina Ruiz-Mesa and Melissa A. Broeckelman-Post. Our forum authors represented diverse voices and perspectives and approached more inclusive basic course teaching and administration with multiple actionable recommendations. Tim McKenna-Buchanan and Kristen L. Farris explored how trauma informed pedagogy would improve basic courses, by acknowledging systemic trauma, to promote DEI. Suzy Prentiss and Michael G. Strawser called for total course redesigns, with 3 specific strategies, to infuse inclusion, diversity, equity, and access (IDEA) into foundational courses. Finally, Adam Tristan impressed upon readers that building a DEI framework with our future educators, our graduate students, is a valuable approach to enact institutional change.

I want to extend a special note of gratitude to all of those who contributed to the *Basic Communication Course Annual* during my time as the editor. This was a truly special opportunity for me to serve our discipline and one in which I was fortunate to work with so many talented authors, thoughtful reviewers, and in incredible support team including my editorial assistant, Hayley Hoffman (University of Kentucky), and the e-scholarship manager, Maureen Schlangen (University of Dayton). The experience has been inspiring and meaningful in so many ways.

As I conclude my final editor letter, I also want to welcome and congratulate the incoming editor, Dr. Angela Hosek! I am thrilled about her vision for the journal and the ways in which she plans to elevate your work and our journal. I know we'll all continue to be inspired by her and her service to the Basic Course through our premier publication.