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Creating and Teaching Special Sections of a Public Speaking Course for Apprehensive Students: A Multi-Case Study

Karen Kangas Dwyer

The Speech Communication Association recently reported that 79% of universities, colleges and community colleges surveyed now include one or more communication courses in their institution's general education requirements (Berko, 1995). Another recent investigation of trends in the basic communication course indicated that 56% of those schools surveyed chose a public speaking orientation for their introductory communication course (Gibson, Hanna & Leichty, 1990). Both of these surveys point to an increasing emphasis on public speaking instruction for all university students. One important issue arising from this emphasis focuses on the question: What can be done to help the 15% to 20% of college students who experience a high level of communication apprehension (CA)? Research shows that high CAs can become anxiety-conditioned or traumatized from having to take a public speaking course and will tend to drop the course, which would ultimately mean they could not graduate (McCroskey, 1977).

In an effort to answer this question, some universities have developed optional CA sections of a required public speaking course in order to teach a repertoire of alleviation techniques to their high CA students (Foss, 1982). Other universities indicate interest in providing such programs, "if
models could be developed and made readily available"
(Raker, 1992, p. 46). How to create and operate special CA sections, however, has not been addressed in the communication literature even though a majority of universities surveyed see a need for treatment programs (Hoffman & Sprague, 1982; Raker, 1992). (Although Kelly's [1989] report on the Pennsylvania State University Reticence Program described the implementation of a special skills training option for a required speech communication class, the option was not a CA section of a public speaking class.)

**PURPOSE**

The purpose of this study was to explore how university professors describe the development and operation of a CA section of a basic public speaking course that is part of a core curriculum requirement. The research questions that guided this study included:

1. How is a CA section initiated?
2. How is a CA section funded?
3. How is instructor selection for the CA section accomplished?
4. How are students recruited and selected to participate in the CA section?
5. How is a CA section different from a traditional section of a basic public speaking course?
6. What teaching strategies are used in a CA section?
7. What challenges are faced in implementing a CA section?
8. How is student progress determined in a CA section?
METHOD

The case-study research design was used in this study because in the words of Schramm (cited in Yin, 1989), "the essence of a case study...is that it tries to illuminate a decision or set of decisions; why they were taken, how they were implemented, and with what result" (p. 23). Since each university, communication department and professor is unique, this study sought to understand and describe each situation where a CA section was offered.

Participant Selection

The university professors were selected based upon university programs listed on Foss' (1982) national survey and the Speech Communication Association's (SCA) "Commission on Communication Apprehension and Avoidance" list of operating programs. First, the communication departments on Foss' (1982) national survey that reported offering a CA section of a basic speech course were contacted. From Foss' (1982) list of seven universities offering CA sections for a basic course, only two of the universities continue to offer CA sections. Only one of the two universities offered a CA section with a public speaking orientation and that course was taught by an instructor who was not available or teaching during the term of this inquiry.

Next, the 1993 national SCA's "Commission on Communication Apprehension and Avoidance" chairperson was contacted for a list of post-secondary speech communication departments offering CA sections. There were 14 programs on this list which presumably included the fourteen programs Raker's (1992) survey reported were offering special sections of a basic course. The communication departments of these universities were called in an effort to find programs where
CA sections of a public speaking course were offered. From the 14 universities on this list, only three programs were found where CA sections of a public speaking-focused course are offered. The three professors who taught these sections agreed to give lengthy telephone interviews about their CA sections and send instructional materials from their courses.

Participants

The three professors participating in this study represented universities located in three different parts of the United States. Dr. A is an associate professor at a large eastern state university and taught her first CA section in Fall 1979. Dr. B is a professor at a large western state university and taught his first CA section in Fall 1985. Dr. C is an assistant professor at a large southern state university and taught her first CA section in Spring 1993.

Data Collection

The data was collected through telephone interviews and analysis of course syllabi and instructional materials. The focused interviews were open-ended and conversational in manner, but followed a case-study protocol of questions as suggested by Yin (1989). The first question simply asked professors to describe their CA sections. In the introduction it was communicated to participants that the foremost goal of this study was to assist instructors in developing a CA section of a public speaking course at a large midwestern state university. The interviews took place over a 10-day span in June 1993, and ranged in time between 1 1/2 to 2 hours. The interviews were transcribed onto a computer disk in order to be printed and analyzed.
Data Analysis

All of the transcripts were analyzed and comments coded according to concept categories. Twenty-eight categories emerged from the coded concepts, which were collapsed into 11 sub-codes. These 11 sub-codes were again collapsed into six major codes representing six major themes. The six major themes that emerged from the transcripts included:

1. Initiating a CA section
2. Screening and Recruitment
3. Teaching Objectives and Strategies
4. Treatments for CA;
5. Grading;
6. Challenges and Rewards

Verification and internal validity was achieved through member checking. All three professors reviewed copies of this report, confirmed their comments and gave permission for use in the report.

RESULTS

Initiating the CA Sections

The three participants in this study started CA sections because they saw the need and were familiar with the research indicating how students experiencing high CA could be helped. All three looked for direction from nationally recognized researchers who were already working with high CA students. Although all three said no special funding was
necessary to start a class, they believe there would be no CA sections at their universities if they were not teaching them.

Dr. A initiated her first CA section in 1979 because she saw the need and had done curriculum work in the CA area as part of her graduate program. "I asked for various grants to travel to different places," she said. "I went to all the sources that I could find to get information on starting the program, including Gerald Phillips and James McCroskey."

Dr. A reported that a speech communication course — either public speaking or group discussion — is required for all eastern university students. Students who take the CA section get credit for the public speaking section. Dr. A said her CA sections are limited to 20 students instead of the 25 students assigned to a traditional public speaking class.

Dr. A believes the CA sections would not exist if she did not teach them. She explained: "I haven't run into any people who were opposed to the class. It's just that there is no one around who wants to put the effort into it. People have developed their own expertise in other fields."

Dr. B teaches two CA sections of a public speaking course every semester at his western university. He said the public speaking course is one of four speech communication courses — in addition to group discussion, argumentation and debate, and persuasion — the 20,000 students at the western university may take to fulfill the university-wide general education requirement.

Dr. B "heard about stage fright since day one" and had been reading the communication literature in the 1980s on helping students reduce communication apprehension. In 1983 he applied for and was granted "a sabbatical to travel around the country to visit people who had programs." Dr. B "spent two days with James McCroskey at West Virginia, Gerald Phillips at Pennsylvania State, and Arden Watson at Pennsylvania State, Delaware Campus, plus a lot of telephone time with Phillip Zimbardo at Stanford." These
professors and researchers gave him the input and direction he needed to start his program.

**Dr. B** said it does not take special funding to start a CA section "because it's a section of a regular public speaking course." The university and his department "are very supportive" by allowing him to limit the CA sections to 20 students instead of the 30 students assigned to a traditional section. If he had not started the CA sections, **Dr. B** doesn't believe it would be offered at the western state university today.

**Dr. C** teaches a CA section of a basic speech course that emphasizes public speaking. She said a speech communication course is not a part of a general education requirement at her southern university, but it is a required course for most colleges, departments and majors.

**Dr. C** started the CA section because she did research in this area and saw a lot of students in the basic course who had "severe communication apprehension and would get very emotional about public speaking." She "talked with a number of researchers in the CA field" about how to initiate a CA section. She said nothing had been written on how to set up a special section of a traditional public speaking course so she had to pull information from a variety of sources and adapt it to her situation. She added: "I basically started out by the seat of my pants like others are doing. It would be wonderful if we had one program that could be introduced as a module and would fit into any basic speech program." Since traditional sections of the basic speech course enroll about 30 students, her CA sections are capped at 30 students also.

**Recruitment and Screening**

In regard to recruiting and screening students, all agreed that some means must be taken to get the information about the CA sections to interested students and then to ensure only the truly apprehensive students get into the classes. All
said more CA sections could be offered because more students were interested in the classes than space allowed. The students who enrolled in the CA sections were high CAs, at least in public speaking, and many in various other communication contexts.

To advertise for the CA sections during enrollment time, Dr. A sends "letters to all the faculty, to all the administration, and to all the advisors." In addition, she puts an announcement in the school paper and school bulletin. She said: "Students have to come to my office for an interview. Although they may be afraid to come to my office...they still come. I ask them what is on their mind...and they are very explanatory about their fears. If they come into the office and I can see that they are very verbal and confident and controlled...then I tell them that this is the wrong course for them and recommend the regular course." During the interview she invites every student to take McCroskey's (1982) Personal Report of Communication Apprehension (PRCA-24) and discusses their scores and needs in relationship to the class.

On the first day each semester, Dr. A also asks the speech communication instructors to read a flyer describing the CA section and who the course can help. If students come to her from another speech class, she "works with the registrar and makes the drop-adds for those students." She thinks the "advertisement in the registration bulletin" and "word of mouth" from former students is the most effective way to reach students. Dr. A offers one CA section per year, every Spring, although she knows student interest is there for more sections.

To recruit students for CA sections, Dr. B sends out an announcement that describes the CA sections and it is read in all the basic speech communication classes on the first day each semester. The announcement invites interested students to his office. Dr. B said: "Then students come to me and I simply interview them. It's not a very scientific process. I look
for two things — the history of avoidance and a willingness to do something about it. Not too many of them are trying to pull the wool over my eyes...Just about all are high CAs in public speaking situations, while others are also high CAs in dyadic situations." He interviews 60 to 90 students in two days every semester.

Dr. B makes sure the students know it will take more work than a traditional section and that "it is not a section for dummies." He said: "The students that come, need it in their selective professions and majors. They know they're not up to par in terms of their own abilities, so they're often very heavily, highly motivated." If they decide to enroll in his section, he "gives them a drop and add computer form immediately" and informs their instructors about the changes. Many students hear about his special CA sections by "word of mouth from other students or counselors," he said. Once he fills his quota for each section, he tells the remaining students to come back the following semester.

In order to recruit students for the CA section, Dr. C "sent around fifty flyers" announcing the class "to all the advisors and professors." She said it was strictly by recommendation that students heard about the class. She screened every student through an office interview until she reached the cap and then started a waiting list. She said she could have filled two sections.

When asked to describe a typical profile of a student in the CA section, Dr. C responded: "I think they were fairly shy, and they were shy in interpersonal relationships. We had a few extroverts, but not very many — it was shyness that was the predominant problem for the students."

**Teaching Objectives and Strategies**

The three professors reported they require between three and five formal speeches for their students. All cover the same
objectives and materials of a traditional speech communication section, plus teach the CA interventions. Two of the professors get their students speaking in front of a class right away, while one waits until the third week of class. Each employs various fun and encouraging activities to alleviate the fear of communicating. All three said a typical class meeting would include small group interaction or discussion.

**Required Assignments**

**Dr. A** said the objectives for her CA section are the same as for a traditional section of public speaking plus she includes the anxiety alleviation strategies. For the first day of class she has an autograph party. She teaches students how to introduce themselves and then assigns them to do the same and to get an autograph from every member in the class. She said: "We have a talking start where we get to know each other, where we feel safe...One thing I do up front is to get them to share their feelings about communication. They really do not internalize that other people have the same feelings." Throughout the semester, she puts the students in pairs and then in triads in order to build as much rapport as possible between the students.

**Dr. A** assigns four formal speeches, but not until eight weeks into the semester when students have had a chance to develop anxiety-coping strategies. The speaking assignments include: 1) A 3- to 5-minute "Something You Like" informative speech (students fill out a data sheet about their interests to aid in topic selection); 2) A group symposium in which each student must contribute a 5- to 7-minute presentation; 3) A 5- to 7-minute informative speech using a visual aid; and 4) A 7- to 9-minute persuasive speech using the motivated sequence.

**Dr. B** said his objectives for the CA sections are the same as for a traditional section of public speaking. In addition, he teaches students about their problem and the intervention
strategies they need to reduce CA. Students are required to take four exams and give four formal speeches. The speaking assignments include: 1) A 2-minute autobiographical speech, assigned the first day of class and due the next class period (he uses the first speech as a launching pad to talk about students' fears and what they can do to overcome them); 2) A 5-minute presentation, assigned during the second week of class (it is a symposium where students work in groups of four or five, but are graded individually); 3) A traditional informative speech; and 4) A traditional persuasive speech. Regarding the third and fourth speeches, Dr. B said: "I have each student pick a controversial topic...and give an informative speech on the problem, the nature of the controversy, the different points of view. Then for the persuasive speech students assert and defend a proposition on the same issue."

Dr. B said the first out-of-class assignment helps students understand their own apprehension. After explaining CA, its causes, effects and treatments, he assigns students to write the "Self as Communicator Paper Number One." "I ask them to analyze themselves as communicators — what they do well and not so well, what they're comfortable with and not comfortable with, and what they would like to change." Then he gives them a "Communication Survey" that consists of four instruments — the PRCA-24, the Shyness Scale (Richmond & McCroskey, 1995), the Willingness to Communicate Scale (Richmond & McCroskey, 1995), and a measure that he and James McCroskey developed to determine in what contexts students perceive they need the most help. The students score the instruments and compare their scores with what they wrote in their papers. "What you find is a tremendous parallel about what they say about themselves and what the test scores are," he said. "Then I have them come into my office for a little conference to discuss their papers."
At the end of the semester Dr. B assigns the "Self as Communicator Paper Number Two." Students again analyze themselves as communicators and how they have changed as a result of the course. He gives them the same four-instrument Communication Survey as a post test so students can evaluate their own progress. Both "Self as Communicator Papers" are required, but ungraded.

Dr. C follows a master syllabus developed for all sections of the speech course. There are six speeches or projects, plus a midterm and a final, required for the class. Dr. C teaches the CA treatments during the first two weeks of class and then on the third week students deliver a simple 2-minute informative speech. The remaining speech assignments include: 1) A 4-minute speech of introduction (students interview each other); 2) A 5- to 6-minute informative presentation on a social issue; 3) A small group discussion; 4) A group symposium in which each student must contribute a 5-minute oral presentation; and 5) A 6- to 8-minute formal persuasive speech.

A Typical CA Class Meeting

Dr. A said "You don't get the same response" on a typical day that you would get in a traditional class. Many students are shy and don't respond verbally to even a "Good Morning! How are you?" she said. "You have to become so sensitive to nonverbal communication — nonverbal interaction and feedback." A nod or some eye contact may be the most involvement you will get in the beginning. She said: "Sometimes when I walk into class the students are just sitting in the dark ... I have to keep a sense of humor about it. No lights, no sound, no response of any kind could make you feel paranoid ... Sensitivity (to nonverbal communication) is one of the major things that is required of a teacher in this type of class."
Dr. A said her goal for each class is a "merry mixbox." "I want something different to happen everyday. I want to put them in a different position everyday ... I do as much group activity as possible, either in pairs, or triads or groups of four to five people. She said: "In a lecture, often students appear bored. If I give them a discussion question and put them in groups, they just blab up a storm and come out with good ideas. Then we put those ideas on the board and compare ideas. It is pretty much a discovery lesson, and it works well."

Dr. B said his classes involve lots of discussion, small group work, and intervention activities. "My goal is to have every person say something in every class, every time," he explained. He continually asks questions to draw students out and spins discussion off of students' experiences.

A typical class period in Dr. C's class was scheduled to run one hour and fifteen minutes. However, Dr. C would extend the class for up to twice as long in order to accomplish all the goals of the course, plus teach the CA interventions.

A typical class would involve small group activities. "I would say perhaps only seven out of the 30 times would be considered a full-hour lecture," Dr. C said. She explained: "Students were afraid to speak to each other when we started. I was afraid we would have students with acute shyness, and a lot of inability to communicate. But they got to know each other first of all in partners, then in groups of three, then four, five, and six. The first time they walked to the front of the room was with their partner." Dr. C said she worked at building a camaraderie in the class. Students even exchanged phone numbers with their partners.

**Treatments for Anxiety**

All three professors teach systematic desensitization (SD) (McCroskey, 1972), cognitive modification (Fremouw & Scott, 1979; Ellis & Harper, 1975) and skills training in public
speaking, after helping students understand the causes and effects of CA. All three use commercially-produced relaxation tapes to teach SD and/or Visualization (Ayres & Hopf, 1987). In regard to skills training, two of the three emphasize goal setting for each speech.

In order to help students cope with CA, Dr. A said that she “begins with a lot of assessment.” She added: “I believe that apprehension comes from negative thinking, learned anxiety, and lack of skill. So I do a certain amount of individual assessment to learn who we are, what we are, and how this comes about. We look at it as a problem that can be unlearned and that it doesn't make a person good or bad or different. It is something that has been learned somewhere in some fashion and...we are going to do something to take care of this problem.”

When Dr. A first started teaching the CA section, she did the individual assessment and then organized a plan for each student. For example, if a student needed cognitive modification, she gave him/her materials to work on in that area. Then one semester, she gave every student all three alleviation techniques — SD, cognitive modification, and skills training. She realized this was the best way. The research supports this, she said.

In regard to cognitive modification, Dr. A uses the ABC model of Albert Ellis. She said, "I give the students instructions in making out a form that works through the "ABC" model about capturing your thoughts." Once negative thoughts are located, they can be systematically rooted out and replaced with positive ones, she said. Students do the ABC forms throughout the semester.

In regard to SD, Dr. A uses audio tapes in class. "We did one each week," she said. The tapes address public speaking in the hierarchy of fear events. She used to put the tapes on reserve in the library and assign students to use them. However, she said, "In some cases they would say they were doing it, but I wasn't seeing any results."
Dr. A assigns goals for students in regard to skills development. "I think this is important," she said. Students work on conversational skills, then group discussion skills, then public speaking skills. "I would keep bringing in the alleviation technique for the skills we were approaching, and the skills were, of course, the course objectives that we needed to manage."

Dr. B said he breaks the intervention strategies down into three sections — skills training, cognitive restructuring, and systematic desensitization. First, he teaches cognitive restructuring and works on students' attitude toward public speaking. He said students say they hate public speaking because they are afraid of making a fool of themselves. He added: "You find out that their perceptions of the audience is that they are a bunch of vultures, that they are out there just waiting for someone to screw up so they can laugh at them. I turn around and say, 'Have you ever been in a high school play that is not being done well or a musical presentation where someone was too flat...and they were obviously embarrassed? How do you feel then? Do you just sit there and say, "Ha, ha, burn baby, burn"? No, you are sympathetic. Your heart goes out. You want them to do well.'" Thus, he spends a lot of time in class discussion helping students identify and restructure their attitudes.

Dr. B also teaches students to work on relaxation in order to reduce their anxiety. He shows his class the "Coping with Fear of Public Speaking" video tape (Joe Ayres, 1990), to teach SD and visualization.

Dr. B uses a skills training technique called "Goal Analysis" that he modeled after the Pennsylvania State University Reticence program (Kelly, 1989). For each speech, "every student writes a goal analysis and a goal report." He said, "The analysis is what you want to do, and the report is what happened and why. The goal analysis is turned in two class periods before the speech is due." His perception is the goal analysis raises the quality of speeches and level of prepa-
ration, even though it is a lot of work for both students and instructor.

Dr. C teaches cognitive modification, SD, visualization, and skills training as interventions for the CA students. During the first week of class, she introduces relaxation exercises (via audio tape), visualization, and SD so students can begin to prepare themselves. Dr. C focuses skills training on preparing students to give formal speeches. She said all speech assignments follow a prescribed model for speech-making with their various topics.

**Grading**

Since students get full speech credit for the CA sections, all three professors believe students should be graded as they would for traditional sections. One professor said students objected to not being graded differently. Another professor said high CA students may give better speeches than traditional students.

Dr. A said CA students "do as good or better work than the regular student." In fact, one day she asked other instructors to help her grade student speeches; after hearing the speeches, the instructors said, "Those speeches are better than I have in my regular communication classes." Dr. A said, "You see, if they are apprehensive they are going to try harder." She added, "Students always think my grading is too hard...but students do a good job."

Dr. B expects his students to do better with each speech so he builds that philosophy into his grading criteria through the weighting of assignments. "For example, the autobiographical speech is mandatory, but no formal grade is given. The symposium has less weight than the informative speech which has less weight than the persuasive speech." Many other assignments are mandatory, but ungraded.
Although all her students in the CA section "really improved a lot," Dr. C "did not give any special benefits as far as grades were concerned." She "graded them just like a traditional section." However, many of the students hoped to get higher grades than they received, she said.
Challenges and Rewards

All three professors reported one of their biggest challenges was fitting everything into the time constraints of the class. All tried to cover the objectives of a traditional section plus the CA treatments. Two professors specifically mentioned the need for print media to aid in planning and teaching a CA section. One mentioned the need for audio tapes for all students. All agreed it takes a lot of extra work, commitment, and dedication to teach a CA section because the extrinsic rewards are few. However, all said teaching a CA section was intrinsically rewarding as they enjoyed seeing the student progress.

Dr. A said one of the biggest challenges she faces teaching the CA section is confronting daily the fear of the students. "It can become inhibitive, it is hard to continue to be outgoing when you aren't getting any feedback...I want to help every student I work with if I can," she said. Dr. A believes there is a definite need for CA sections and more sections should be offered. "The research shows that the regular speech classes create more apprehension for these students, so why not provide help." She added: "I do enjoy when the light comes on. Somewhere toward the end of the semester, they begin to realize that they can do a lot of things that they haven't done before...I enjoy hearing teachers in other classes saying so and so is participating so much more. I just think it's a good idea!"

Dr. B reported one of his biggest challenges in teaching the CA sections "is juggling to get everything done." He said: "I hold firmly to the notion that if they are getting university credit for a basic communication course then they need to get it all (the traditional course and the CA treatments) ... I do not cut corners ... It takes some planning. One of the things that helps is that I made the pitch to the department to keep the classes under 20." He added another challenge, "I am not
real apprehensive myself." Over the years he has had to
develop sensitivity and appreciation for students' feelings. "At
first, it is easy to say, 'Come on, you can do it, it's not a big
deal.' But, for them it is a big deal." He warned: "You have to
be careful not to allow the program...to be tainted by a reme-
dial label. Remember the data shows no correlation between
apprehension and intelligence."

Dr. B reported one frustrating challenge: "There aren't
any textbooks out there...for the high CAs." He said there
used to be a good textbook available, but that it is no longer in
print.

Dr. B "finds great joy and delight in seeing the progress
of the students." He said: "I would suggest that this is the
most meaningful teaching that I do ... Without taking credit
for it, I really feel that I made a significant contribution to
each life." However, he believes an instructor of a CA section
does need time to "get the batteries recharged." "One of the
things that Gerald Phillips warned me about was to get some
help because it takes a lot of work to run these kinds of
programs. I think I'm ready for another sabbatical!"

Dr. C. reported one of her biggest challenges was "to get
all the speeches in and to do the anxiety reduction training as
well." "It would have been nice if each student could have had
a relaxation tape to practice with at home," she said.

Dr. C thought teaching a CA section "was very reward-
ing." She said: "If we had more people to teach it, we probably
could teach 10% to 20% of the student body...I personally
think that a special section should be considered in basic
speech courses." She would like to see more information and
media made available to instructors who want to start a
special CA section for the basic course.

**SUMMARY AND CONCLUSIONS**

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http://ecommons.udayton.edu/bcca/vol7/iss1/10
The purpose of this study was to explore how university professors describe the development and operation of CA sections of a public speaking course. Only three programs were found where CA sections of a public speaking course were taught by university professors. The three professors interviewed represented a variety of programs and experiences (see Table 1). From interviews with the professors, six major themes emerged: 1) Initiating a CA section; 2) Screening and Recruitment; 3) Teaching Objectives and Strategies; 4) Treatments for CA; 5) Grading; and 6) Challenges and Rewards. Although each university and communication program was unique, some common threads run through these themes.

All three professors represent universities where a public speaking oriented communication course fulfills a core curriculum requirement for various departments, colleges or entire universities. All three saw the need for the CA sections, had read the empirical literature on student CA, and sought guidance from communication researchers on how to create the CA sections. All three believe if they were not teaching the special sections at their respective universities, it would not be offered today.

Since students in the CA sections get full public speaking credit for the classes, all three professors try to fulfill the objectives of a speech communication course and, at the same time, teach the CA treatments. However, all admit it is very challenging and often frustrating to do both because of time constraints. To get all course material covered and allow time for the instructional activities, the professors make some adjustments. Two professors enroll less students in their CA classes than in traditional sections, while one professor often teaches classes an hour longer than scheduled.

All three professors use some form of announcement to get the information to the students. Some send the information about the CA section to advisors who pass the information on to the students. Others have an
announcement read in all speech communication classes on
the first day of the semester and put announcements in
student newspapers and registration bulletins.

All three professors said a screening process was impor-
tant. All screen students through office interviews. All look
for high CA in public speaking and other communication con-
texts. In addition, all said there was more student demand for
CA sections than could be offered.

All three professors used a variety of teaching strategies
to get students speaking in the classes. All mentioned the use
small group interaction. All taught SD, some form of cognitive
modification, and skills training in public speaking for CA
intervention strategies. In addition, all relied on
commercially-produced relaxation tapes to teach SD or visual-
ization.

The three professors required their CA students to give
from four to five formal speeches. All three professors said
students had to be graded on the same criteria used in a tra-
ditional public speaking class because students receive full
university credit for the speech course. They reported some
students might be disappointed with grades when held to the
same high standard for speeches, while many students will
put forth extra effort to produce excellent speeches.

All three professors described the CA sections as time con-
suming, energy expending, yet intrinsically rewarding. All
mentioned that there were few extrinsic rewards for teaching
the CA sections; all reported it was some of the most
enjoyable and meaningful teaching of their careers.

Several questions for future research arise from this
study. First, where universities or colleges and departments
are requiring public speaking as part of their core curriculum,
what is being done to help the students with high CA? The
research is lucid: where there are required public speaking
classes, high CAs will often drop the class and even drop out
of college to avoid the fright from giving speeches (McCroskey,
1977).
Special Sections of a Public Speaking Course
Second, what is the current status of special programs designed to help CA students? If many of the programs from Foss' (1982) survey are no longer in operation, what happened to them? What can be done to keep such programs in operation? Raker (1992) reported only 42 universities were presently offering treatment programs (14 were listed as "special sections," 6 were called "elective speech classes," 5 were identified as "no-credit workshops," and 17 were listed as "other").

Third, where is the media and information to aid college instructors who want to initiate a CA section of a required class? This report showed that three professors went to great efforts, including traveling across the country, to get direction on setting up a CA section. However, they all agreed that no special funds were needed to start the program. It was the information on how to start a CA section, the media, and the teaching materials that were hard to find. As Raker's (1992) study revealed, "...the speech community is ready to start implementing treatment programs if models can be developed and made readily available" that work within budgets and program restraints of universities (p. 46).

Fourth, what can be done to encourage professors to create the needed CA sections? Finding instructors to initiate and teach a CA section of a public speaking course is like finding doctors who are willing to practice in a small town. Many see the need, but only a few are willing to go the extra miles to help those most in need. Although it takes a person with a lot of dedication and commitment, and the work might not receive extrinsic reward; personally it could be one of the most rewarding experiences in a professional's career.
REFERENCES


## Table 1
CA Sections of a Public Speaking Course

<table>
<thead>
<tr>
<th></th>
<th>Dr. C southern state university</th>
<th>Dr. A eastern state university</th>
<th>Dr. B western state university</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Program Initiation Date</strong></td>
<td>Spring, 1993</td>
<td>Fall, 1985 (but first taught CA section in 1979)</td>
<td>Fall, 1985</td>
</tr>
<tr>
<td><strong>2. Gen. Ed. Requirement</strong></td>
<td>Required for most majors and departments: *speech communication with public speaking focus.</td>
<td>Required for all. Students choose: a) group discussion or b) *public speaking</td>
<td>Required for all. Students choose: a) group, b) debate, c) persuasion or d)* public speaking</td>
</tr>
<tr>
<td><strong>3. When Offered</strong></td>
<td>One section every Spring</td>
<td>One section every Spring</td>
<td>Two sections every sem.</td>
</tr>
<tr>
<td><strong>4. # of Trad'l Sections Offered</strong></td>
<td>40 sections of speech communication per year</td>
<td>14 sections of public speaking per year</td>
<td>40 sections of public speaking per year</td>
</tr>
<tr>
<td><strong>5. # of Students per section</strong></td>
<td>30 max in CA 30 max in trad'l</td>
<td>20 max in CA 25 max in trad'l</td>
<td>20 max in CA 28 to 30 max in trad'l</td>
</tr>
<tr>
<td><strong>6. Screening Process</strong></td>
<td>Office Interview</td>
<td>Office Interview (survey &amp; discuss PRCA-24)</td>
<td>Office Interview</td>
</tr>
<tr>
<td></td>
<td>Recruiting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>------------------------------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>7.</td>
<td>Announcements to all advisors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Announcement to advisors, school paper, registration bulletin, read first day of class, word of mouth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Announcement read in speech comm. classes first day of class, word of mouth</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dr. C</th>
<th>Dr. A</th>
<th>Dr. B</th>
</tr>
</thead>
<tbody>
<tr>
<td>southern state university</td>
<td>eastern state university</td>
<td>western state university</td>
</tr>
</tbody>
</table>

| 8. Formal Speech Required | 4 speeches; 1 group discussion; 1 symposium | 3 speeches; 1 group symposium presentation | 3 speeches; 1 group symposium presentation |

| 9. CA (Anxiety Reduction) Treatments | SD (uses audio tape); Cog. Mod.; Sk. Training in public speaking | SD (uses audio tape); Cog. Mod. (ABC model); Sk. Training in public speaking & conversation | SD & Visualization (via videotape); Cog. Mod.; Sk. Training in public speaking |

| 10. Challenges | a) Time for everything; b) More SD work needed; c) Grading; d) Energy and commitment required | a) Confronting students fears; b) More students than sections available | a) Time for course work and treatments; b) Avoid remedial label; c) Develop sensitivity to students; d) Burn-out |

| 11. Rewards | Finds it very rewarding and enjoyable to teach CA students | Enjoys seeing student progress and hearing about students participation in other classes | Finds delight in seeing student progress and most meaningful teaching he does |