Basic Course Division Sessions
November 2011

Speaking about the Basic Course: How Student Voice is Constructed and Expressed

Thu, 11/17: 8:00 AM - 9:15 AM
New Orleans Marriott
Room: Balcony J - Fourth Floor

In many venues of higher education, students are required to take the basic public speaking course. In general, students primarily learn Aristotelian models for how to participate in the rhetorical process. Panelists in this discussion will address how the basic public speaking course facilitates and inhibits students' exploration and development of their individual voices. In addition, each panel member will discuss an alternative format to traditional public speaking that works to encourage student voice.

Chair: Lara C Stache, Univ of Wisconsin, Milwaukee

Presenters:
Lindsey B Anderson, Purdue University
Janice Bankert-Countryman, Indiana Univ-Purdue Univ, Indianapolis
Rachel Diana Davidson, Indiana Univ-Purdue Univ, Indianapolis
Emily N Deering, Indiana Univ-Purdue Univ, Indianapolis
Karen A. Foss, Univ of New Mexico
Stephen Hunt, Illinois State Univ

Respondent: Ann Darling, University of Utah

Graduate Teaching Assistants in the Basic Speech Course: Voicing Concerns about the Future

Thu, 11/17: 9:30 AM - 10:45 AM
New Orleans Marriott
Room: Balcony I - Fourth Floor

The need to maximize the academic dollar has increased over the years and has lead to having more and more graduate teaching assistants in the entry level speech course. Training programs for graduate teaching assistants (GTAs) in the basic communication course have evolved over the years to emphasize course content as well as pedagogy. Changes in student learning orientations, aptitudes, and preferences; as well as increasing institutional demands for accountability have created both the need and opportunity for changes in Graduate Assistant Training. The panel participants are basic course directors who provide training for the graduate
students who help teach the basic course. The focus of this panel centers on how the graduate assistant training has been transformed over the years, and what the new voices of training should include to move the basic course into the future.

**Chair:** William L Mullen, Liberty University

**Presenters:**
Kevin R Meyer, Illinois State University
Faith E Mullen, Liberty University
William L Mullen, Liberty University
Thomas Steinfatt, University of Miami
Michael A. Tew, Eastern Michigan University
Michael Zizzi, Univ of Colorado, Boulder

**Roundtable Discussion: Wait, You Want Me to Teach? Confessions and Strategies from Graduate Teaching Assistants Negotiating Pedagogical Voice in the Basic Course**

Thu, 11/17: 12:30 PM - 1:45 PM
New Orleans Marriott
Room: Balcony I - Fourth Floor

This roundtable discussion brings together Graduate Teaching Assistants (GTAs) from across the nation to reflect on the pedagogical voices we have come to adapt as GTAs and the adaptations to the basic communication course we discovered. Participants will address pedagogical strategies, methods for diversifying the basic course, and how GTAs manage professional tasks. We will also reflect on the process of GTA socialization that leads us to adopt our pedagogical voices.

**Chair:** Crystal Oldham, University of North Carolina, Greensboro

**Presenters:**
Bethany Barnes, University of North Carolina, Greensboro
Courtney Dorroll, University of Arizona
Erich M Hayes, University of Oklahoma
Rachel A Johnson, Penn State University
Pauline Matthey, Eastern Illinois University
Rachel L Rashe, Texas A&M Univ
Alexandra Samsell, University of North Carolina, Greensboro
Amanda Szabo, University of North Carolina, Greensboro
Matthew VanDyke, Virginia Tech
Creating a Voice for First Generation Students through Communication Studies

Thu, 11/17: 3:30 PM - 4:45 PM
New Orleans Marriott
Room: Balcony J - Fourth Floor

This panel will discuss how the struggles of first generation students might gain a "voice" within the Basic Course. Panelists, all first-generation students themselves, will present programs, activities, and pedagogy being used (or being developed) for these students. As the number of first-generation students increase on college campuses nationally, how are we as a discipline helping to enhance their communication needs?

Chair: Lori A Norin, Univ of Arkansas, Ft. Smith

Presenters:
Heather M Crandall, Gonzaga University
Kate Dunsmore, Fairleigh Dickinson Univ
Rita L. Rahoi-Gilchrest, Winona State Univ
Shavonne R. Shorter, Purdue University
Jennifer Walton, Ohio Northern Univ

“Who’s Driving the Textbook Bus?” The Role of Voice in Authorship

Fri, 11/18: 8:00 AM - 9:15 AM
New Orleans Marriott
Room: Preservation Hall 4 - Second Floor

One of the fundamental components of any course-especially the basic course-is its textbook. The market driven approach to developing textbooks leaves faculty wondering whose voice comes through in the textbooks we use in our basic courses, and essentially articulates the foundations of the communication curriculum? This panel brings together authors of basic course textbooks for public speaking, hybrid and interpersonal communication courses to discuss whose voice should be driving textbook content and coverage.

Chair: Beth M Waggenspack, Virginia Tech

Presenters:
Steven A. Beebe, Texas State University, San Marcos
Isa N. Engleberg, Prince George's Community College
Kory Floyd, Arizona State University
Cheri J. Simonds, Illinois State University
Joseph M Valenzano, University of Nevada, Las Vegas
Samuel P. Wallace, University of Dayton
Alternative Approaches in the Basic Course

Fri, 11/18: 9:30 AM - 10:45 AM  
New Orleans Marriott  
Room: Balcony I - Fourth Floor

Chair: Steven D Cohen, University of Maryland  
Respondent: Kristine S. Bruss, University of Kansas

Papers:

An Alternate Design for the Basic Course Speaks for Itself  
Susan M. Wildermuth, Univ of Wisconsin, Whitewater  
Edward Frederick, University of Wisconsin, Whitewater  
Tammy S. French, Univ of Wisconsin, Whitewater

Giving Students a Voice in the Evaluation Process: Peer Feedback in the Basic Course  
Mary McInturff, University of Nevada, Las Vegas

Graphics as 'Voice': A Fully Graphic Way to Understand Public Speaking  
Anne Holmquest, Northern State University

Introduction to Communication Studies: A Constitutive Approach  
Thomas J Yannuzzi, Penn State University, Brandywine

Voices Online: E-texts and Distance Learning in the Basic Course

Fri, 11/18: 12:30 PM - 1:45 PM  
New Orleans Marriott  
Room: Balcony I - Fourth Floor

Chair: Joseph M Valenzano, University of Nevada, Las Vegas  
Respondent: Blair Thompson, Western Kentucky Univ

Papers:

Student Perceptions of Digital Textbooks: An Exploratory Study of E-Readers and E-Books as Replacements to the Traditional Textbook  
Jeffrey Kuznekoff, Ohio University  
Elizabeth Graham, University of Akron

Student Voices on Reading an E-textbook vs. Paper Textbook: Performance and Preferences for Learning and Spending  
Karen Kangas Dwyer, Univ of Nebraska, Omaha
Student self-critiques are essential to the learning process. However, due to rapid changes in technology, students find critiques difficult to complete. To protect student and instructor voice in the evaluation process, basic communication courses and communication centers must adapt to a digital environment. Unfortunately, choices concerning technological change are numerous, complex, and costly. Therefore, this panel provides a platform to discuss problems and creative solutions for implementing digital technologies for student critiques from various perspectives.

**Chair:** Pamela Hayward Ph.D., Augusta State University

**Presenters:**
- John Hooker, Illinois State University
- Nancy J Street, Texas A&M Univ
- Lynette L. Sharp Penya, Abilene Christian University
- Myra Young, Johnson County Community College
- Lauren Lemley, Abilene Christian University
- Lori A Norin, Univ of Arkansas, Ft. Smith

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**Basic Course Division Business Meeting**

Sat, 11/19: 2:00 PM - 3:15 PM
New Orleans Marriott
Room: Preservation Hall 2 - Second Floor
Top Papers in the Basic Course

Sat, 11/19: 3:30 PM - 4:45 PM
New Orleans Marriott
Room: Balcony I - Fourth Floor

Chair: Amy R Slagell, Iowa State Univ
Respondent: William Seiler, University of Nebraska, Lincoln

Papers:

I can speak and write to (sic): An experimental test of the effect of taking a public speaking class on written communication skills
Kimo Ah Yun, California State University, Sacramento
Cassandra Costantini, California State Univ, Sacramento
Ms. Sarah Billingsley, California State University, Sacramento

Effect of Goal-setting and Self-generated Feedback on Speaking Speechmaking
Luke LeFebvre, College of Southern Nevada

Developing Student-to-Student Connectedness: An Examination of Instructors’ Humor, Nonverbal Immediacy, and Self-Disclosure in Public Speaking Courses
Robert John Sidelinger, Oakland University
Brandi N. Frisby, University of Kentucky
Audra McMullen, Towson University
Jennifer M Heisler, Oakland University

Student Participation in Small Group Civic Engagement Classroom Projects
Christine Bruckner, Warrensburg-Latham High School
Dennis G. Ellison, Illinois State University
Traci Finch, Illinois State University
Lauren Jump, Illinois State University
Michael Storr, Illinois State University

Voices of Frustration

Sun, 11/20: 8:00 AM - 9:15 AM
New Orleans Marriott
Room: Preservation Hall 1 - Second Floor

At a conference where so many "voices" will be positive, it is important to look at some voices of frustrated students in the basic course, and how professors can work with students for a positive outcome. Panelists will discuss issues pertaining to students and online communication,
public feedback, gender issues, age, ego-centrism, and others. Panelists will encourage positive interaction with participants so each person can leave with "takeaways" to turn frustrated voices into productive ones.

**Chair:** Chris Gurrie, University of Tampa

**Presenters:**
- Ann Marie Coats, Univ of South Florida  - Contact Me
- Dr. Brandy Fair, Grayson County College  - Contact Me
- Barbara S. Spies, Cardinal Stritch University  - Contact Me

### Helping Students Find Their Voice in Public Speaking

Sun, 11/20: 9:30 AM  - 10:45 AM  
Sheraton New Orleans  
Room: Napoleon D1 - Third Floor

This panel discussion presents several variations on the traditional practice of requiring 3-5 speeches and gradual presentation of theory. These variations include: learning communities, creative group presentations, study of great speeches, using fact and value presentations to teach persuasive speaking, and a comparison of the "traditional method" with a "speech every day."

**Chair:** Robert Becker, Northwest College

**Presenters:**
- Gina Iberri-Shea, U.S. Air Force Academy
- Scott L. Jensen, Webster University
- Amy Nana Jung, Azusa Pacific University
- Daniel Mortenson, Edgewood College
- Jeannie Hunt, Northwest College

### Horton Heard A Who, Can You? Voices from GTAs on Teaching Practices in the Basic Course

Sun, 11/20: 11:00 AM  - 12:15 PM  
New Orleans Marriott  
Room: Preservation Hall 2 - Second Floor

GTAs and adjuncts have become the Whos of academia, with few Hortons to hear. This roundtable discussion will bring together GTAs and instructors of the basic course who are not full time faculty members to give voice to their 'Best Practices' in teaching.

**Chairs:**
- Tracey Quigley Holden, University of Delaware
- Mark Ward, Univ of Houston, Victoria
Presenters:
Sky L. Anderson, Colorado State University
Marjorie Buckner, Texas Christian University
Megan Burkett, Ball State University
Alyssa Cella, University of Delaware
Jeremiah S Donovan, Indiana University
Seth Frei, Texas State University, San Marcos
Ashton Gerding, University of Delaware
Phillip Kostka, Virginia Tech
Michael Parsons, Ohio University
Stephanie Pridgen, Texas State University
Kayla Steele, University of Delaware
Ben Walker, Minnesota State University, Mankato