

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 led 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. Rahoil-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

Marlina Davidson, Univ of Nebraska, Omaha - [Contact Me](#)

Are Students Ready for the Basic Communication Class Online? A Case Study Examining the READI Assessment as a Possible Predictor of Student Success in Online Communication Courses

Dr. Brandy Fair, Grayson County College

Dr. Leah E. Wickersham, Texas A&M University, Commerce

Interrogating Critical Dialogue in Distance Learning

Charles Rudick, Southern Illinois Univ, Carbondale

Top Panel Session: Voice, Technology, and Student Critiques in the Digital Age

Sat, 11/19: 12:30 PM - 1:45 PM

New Orleans Marriott

Room: Preservation Hall 2 - Second Floor

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

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