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Front Matter

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FROM THE EDITOR

Welcome Back

GENERAL INTEREST

Communicative Challenges in the Parent-Teacher Relationship Regarding Students with Special Needs

Communicating the Significance of Home: Stroke Survivors and Caregivers Share their Stories

Public Speaking Tasks across the University Curriculum

FROM THE ARCHIVES

The State of Speech and Debate: A National Perspective (Originally published in 1985)
COMMUNICATION AND THEATER ASSOCIATION
OF MINNESOTA JOURNAL

Volume 43 2019

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TABLE OF CONTENTS

FROM THE EDITOR

Welcome Back
Michael Chouinard .......................................................................................................................................................5

GENERAL INTEREST

Communicative Challenges in the Parent-Teacher Relationship Regarding Students with Special Needs
Jennifer A. Butler, Leslie Rogers, and Daniel P. Modaff ........................................................................................................6

Communicating the Significance of Home: Stroke Survivors and Caregivers Share their Stories
Donna Pawlowski .................................................................................................................................................................29

Public Speaking Tasks across the University Curriculum
Gina Iberri-Shea ....................................................................................................................................................................73

FROM THE ARCHIVES: FLASHBACK TO 1985

The State of Speech and Debate: A National Perspective
Richard G. Fawcett .............................................................................................................................................................101
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The Communication and Theater Association of Minnesota Journal (CTAMJ) is the scholarly journal of the Communication and Theater Association of Minnesota (CTAM). The journal is an outlet for articles related to issues of discipline-related importance including articles discussing innovative teaching methods. All theoretical and methodological approaches are welcome.

CTAMJ encourages contributions from scholars and practitioners, who comprise all segments of the journal’s readership, including K-12 educators, graduate school, community college, and college or university groups. The journal welcomes theoretical and applied articles from both the theater and communication disciplines. Capable scholars in the appropriate field will blindly review all general manuscripts.

No work will be accepted or rejected purely on the basis of its methodology or subject. Author sex, race, ethnic background, geographical location, or work affiliation (secondary/college level, department, etc.) of the author(s) are never considered in making editorial judgments. The demands of the disciplines of speech communication and theater are key factors in the editorial judgments made. All editorial decisions attempt to balance these demands with the needs and interests of the journal’s readers.

The journal is guided by three key principles:

- To provide an outlet for the expression of diverse ideas.
- To publish high quality scholarship in the disciplines of Speech Communication and Theater.
- To meet the journal-related needs of CTAM and its members.

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