

SACS

Speaking Across the Curriculum

Issue #13, May 1996

Robert O. Weiss, Editor

News Notes from Across the Curriculum

At **Mary Washington College**, Tamara L. Burk has been formally named as Director of the Oral Communication Program. She adds, "And I have been given a post-grant budget and my program and position are now official!"

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At **Wittenberg University**, Springfield, OH, Catherine Waggoner, Assistant Professor of Speech Communication, has assumed responsibility for the development of a speaking across the curriculum program. She will be involved in an Institute for Integrated Learning this summer and will be developing an initial SAC proposal this fall.

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At the **University of Richmond**, Linda Hobgood is conducting a faculty development workshop on Oral Participation in the Classroom and will be opening a Speaking Center in the fall.

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At **DePauw University** in August, Robert Weiss will conduct a two-week faculty development workshop on Speaking Across the Curriculum. The guest resource person will be Theodore Sheckels, Jr., of Randolph-Macon College. All DePauw faculty members who wish to offer Oral Communication Competence courses required for graduation must successfully complete such a workshop.

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At the **University of Toledo**, A. Anne Bowers, Jr., is compiling data from survey research she has conducted in completing her doctoral dissertation on speaking across the curriculum in four-year higher education institutions.

You are invited to send news for the next (September) issue to the editor:

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"Essential Components of a Liberal Arts Education"

From Mary Washington College, Fredericksburg, VA, John Morello reports that a speaking across the curriculum program has been approved by the faculty and will go into effect in the fall of 1997.

Morello is currently (May 29-31) conducting a series of topical faculty development workshops and is in the process of developing a Speaking Resource Center.

The first goal of the Speaking Intensive Program is stated as follows: "Because effective speaking and listening are essential components of a liberal arts education, Mary Washington College requires that all students complete two Speaking-Intensive courses as part of their graduation requirements. Speaking activities make students active participants in the learning process, give students an opportunity to exert more control in the classroom, increase student motivation, and help students achieve a better understanding of the material introduced in the course."

Full information about the Mary Washington program will be available on the World Wide Web. It will include some of the most clearly articulated objectives you'll ever see, as well as such artifacts as Speaking-Intensive course proposal forms.

Notes from *Speak Easy*

Speak Easy is the elegant newsletter of the Oral Communication Program at Radford University, Radford, VA. To be placed on their mailing list, you can e-mail:

"twiedema@runet.edu"

The Spring, 1996, issue features a description by Director Mike Cronin of the creative response of the Radford OCP to those ubiquitous "massive budget cuts." Although Radford had to discontinue further development of their noted multimedia interactive instruction modules and to modify substantially their faculty development retreats, according to Cronin, most services in the Peer Tutoring Lab and communication-intensive courses across the curriculum have been maintained.

This issue contains abundant testimony and data about the effectiveness of the Oral Communication Program at Radford.

Also of interest is an item on an oral history project developed by an instructor at the College of William and Mary.

Central States

At the St. Paul convention of the Central States Communication Association Colleen Garside, Weber State University, chaired a panel on "The Good, the Bad, and the Ugly: Current Issues and Concerns for Oral Communication Across the Curriculum Programs."

Other participants included Patricia Palmerton, Hamline University, Bonnie Buzza, Winona State University, and Laura Austin and Sherry Morreale, University of Colorado, Colorado Springs.

UCCS

From the University of Colorado, Colorado Springs, Kari Nelson reports:

We did a number of videotapings in the classes of organizational communication, principles of communication, business management and ethics, topics in business, the School of Business, multicultural affairs, the student achievement assessment committee, advanced public speaking and introduction to financial and managerial accounting.

We also did presentations and workshops in a number of classes, including the senior seminar in electrical engineering and the men's soccer team.

Entering the WEB

Patricia Palmerton reports that Hamline University now has a World Wide Web page describing Hamline's Speaking Across the Curriculum program. Check out:

<http://www.hamline.edu>

This will get you to Hamline's home page. Once there look under College of Liberal Arts and you'll find a listing for Speaking Across the Curriculum. You can also get there directly by going to the following address:

<http://www.hamline.edu/depts/commdept/oralcm.html>

Pat requests suggestions and comments. If you have additional citations that have been valuable to you in thinking through your program, let her know and she'll add them to the page of bibliographical citations. If you have also developed a SAC/OXC/SPEAC home page, just let her know by sending her an e-mail message at:

ppalmer@piper.hamline.edu

Your editor is very green at this and you will note that we are still producing this Newsletter in hard copy and mailing it out to you. However, we have seen the future and it works. If you follow Pat's directions you will find all kinds of exceptionally useful information about the objectives and administration of the Hamline program, plus a section on Additional Resources telling folks how to subscribe to this *Newsletter!*

