

SASA

Speaking Across the Curriculum

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Robert O. Weiss, Editor

ANNE BOWERS, JR.

An Abstract of Speaking Across the Curriculum Programs in Public Four-year Higher Education Institutions in the United States (Ph.D., University of Toledo, 1997).

This study was designed to provide a description of Speaking Across the Curriculum Programs (SAC) in four-year public higher education institutions in the United States.

The findings indicated the following trends:

1. The majority were implemented during the 1980s; none were reported in place before 1984.
2. Overall program goals were "student" oriented.
3. Junior and senior levels offered a greater number of speech-intensive courses than freshman and sophomore.
4. Workshops, seminars or discussion groups supplied instructional development to help faculty deliver speaking-intensive courses.
5. Most institutions responded that they currently had an individual considered the SAC Director/Coordinator.
6. The most prevalent Director/Coordinator duty was developing assessment/evaluation methods. The second and third duty was determining internal and external departmental involvement.
7. The training process involved the Director/Coordinator and communication faculty, outside sources, the Director of the Writing Center, or a Graduate Assistant.
8. Over 50 percent responded that there was no requirement for specialized faculty outside Communication Departments.
9. Student and faculty evaluations were the most prevalent mode of assessment.
10. Over 50 percent indicated the final authority was the SAC Program Director.
11. Program funding method answers were

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

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varied, with budgeting as the only commonality.

ST. OLAF COLLEGE

St. Olaf College in Northfield, Minnesota, is at the beginning stages of a new program in Oral Communication Across the Curriculum.

Developed as part of the College's recently revised General Education curriculum, the program will provide oral communication instruction and practice to every St. Olaf student through courses offered in every division of the College.

The project is being spearheaded by an interdisciplinary leadership team.

Like many other cross-curriculum communication programs, St. Olaf's has two objectives: to strengthen students' oral communication skills and to enhance student learning of the primary subject matter of the courses, whatever their disciplinary home. Faculty workshops begin this summer, co-directed by the Director of General Education and members of the College's Department of Speech and Theatre.

The St. Olaf leadership team is eager to connect with other oral communication instructors or program directors; you may contact Jo Beld, Director of General Education, at (507) 646-3343, or at beld@stolaf.edu.

ACTIVE IN SAC

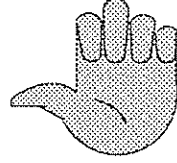
Ted Sheckels, Jr., Randolph-Macon College, presented a paper, "Speaking Across the Curriculum: Its History and Its Problems," at the Writing Across the Curriculum National Conference in Charleston, SC, in February.

Charles Roberts, East Tennessee State University, conducted a workshop on "Listening Across the Curriculum" at the International Listening Association meeting in Mobile, AL, in March.

Michael Cronin, Radford University, served as a consultant on OCXC at Butler University, Indianapolis, in October and at William Jewell College, Liberty, MO, in January.

Bob Weiss, DePauw University, was a consultant on Speaking Across the Curriculum at Southwestern College, Winfield, KS, in April.

Karin L. Ahlm, Psychology Department, will become Associate Coordinator of Faculty Development for Oral Communication at DePauw University in July.



THE SAC JOB MARKET

Speaking Across the Curriculum impulses are apparently getting strong enough these days to generate some jobs out there.

The University of North Carolina recently completed a national search for a Director of their new across-the-curriculum Oral Communication Program.

East Tennessee State University is (as of this writing) seeking a new Director of the Writing and Communication Center. Bill Kirkwood (423-439-4170) could probably give you up-to-date information about this opportunity.

WORKING WITH W

At the College of William and Mary, Oral Communication Program Director Tamara Burk and Writing Center Director Sharon Zuber combined efforts this spring to train student writing and oral communication consultants who will begin working in the fall. In August they will facilitate an intensive faculty development program for freshman seminar faculty.

NCA POLICY PLATFORM STATEMENT

Communication Across the Curriculum

Resolved, That Communication Across the Curriculum programs should not be approved as substitutes for basic communication instruction provided by the discipline.

Resolved, That Communication Across the Curriculum courses are endorsed as useful extensions of and supplements to courses taught in departments of communication.

Resolved, That courses in Communication Across the Curriculum programs should be developed in close consultation with the communication faculty on the campus, and with outside consultants as needed. These cross-disciplinary efforts must be acknowledged with resources, administrative support and recognition of faculty effort.

A Policy Platform Statement on Communication Across the Curriculum was approved at its 1996 meeting by the Legislative Council of the Speech Communication Association (now to be known as the National Communication Assn. until people get antsy again) after 5 years of substantial discussion.

Sherry Morreale, now an Associate Director of the NCA, has in the April issue of SPECTRA provided a lucid overview of this strenuous discussion, indicating that "perhaps unintentionally, the CXC movement has rested at the eye of a storm and has, for some, become a focal point for discussion of the academic integrity of the field of communication studies and our place in the scholarly community."

Sherry notes three issues of special concern: (1) who should or should not present communication instruction, (2) pragmatically the survival of communication departments and required communication courses, and (3) the role of communication across the curriculum in meeting accreditation requirements.

Responses to the Policy Platform Statement by James McCroskey, Michael Cronin, Pat Palmerton, Pam Shockly-Zalabak and Bob Weiss are included in Sherry's SPECTRA report.