

SAC

Speaking Across the Curriculum

Issue #2, Sept., 1990

Robert O. Weiss, Editor

THIS NEWSLETTER

Thanks to the encouragement of Ellen Hay, Howard Erlich, Alan Lerstrom, Mike Cronin, Clay Wilmington, Barbara Cichy, Kathleen Galvin, Libby Jones, Ted Sheckels, and others, we continue our SAC NEWSLETTER adventure with Issue #2.

You are receiving this issue either because you requested it or because I somehow have the impression that you are interested in speaking and listening across the curriculum.

Today's front page features Virginia institutions because a lot seems to be going on there.

Send me some more items (address on reverse) by April 15 and we'll try to produce Issue #3 in the spring.

Bob Weiss

RADFORD UNIVERSITY

Radford University (VA) was awarded a "Funds for Excellence" grant (from the State Council on Higher Education) in the amount of \$203,886 for 1990-92, supplemented with \$256,111 from Radford itself. This supports the continuation of the Oral Communication Program and development of 10 interactive video training modules.

The Radford OCP has provided consulting services to developing or expanding SAC programs for at least six other colleges and universities. Michael Cronin has conducted in-service oral communication across-the-curriculum training at Dabney Lancaster Community College and the Wise County Public Schools. Richard Worringham will present a one-day SAC workshop for the Virginia Theatre Association in November.

A week-end retreat for 24 faculty members is to be held September 28-30, perhaps at the very time you are reading this.

We might add that Radford has the willingness and resources to be of substantial assistance to any incipient SAC program. Just contact Cronin.

VIRGINIA IS FOR

LOVERS OF SAC

RANDOLPH-MACON COLLEGE

With an August mini-workshop, Randolph-Macon College (Ashland, VA) began a year-long faculty development project designed to spread instruction and practice in speech communication across the curriculum. The workshop was conducted by Patricia Palmerton, Hamline University.

The four phases of the project, according to an announcement by Theodore Sheckels, Jr., include (1) the mini-workshop, (2) two steering committee projects during the 1990-91 academic year involving work with consultants and an initial assessment of students' speech communication competency, (3) a 1991 summer workshop for fifteen additional faculty members, and (4) a set of course improvement grants for activities to be undertaken during the next year.

The project is funded by a Gwathney Trust grant and a gift by Harwood and Louise Cochran.

LYNCHBURG COLLEGE

The Lynchburg College (VA) Symposium Readings across the Curriculum project, funded by FIPSE, is reorganizing a number of courses in various disciplines to include a component of reading, writing, and speaking activities based on selections from the Symposium Readings and is preparing faculty members in a series of workshops to conduct these activities in their courses.

To be designated an LCSR course, its required work must include a significant body of writing assignments and oral communication activities. By 1992 each student will be required to take one such course each semester. Janice Rice, Communication Studies Department, is a member of the steering committee for the project.

NEWS AND NOTES

At North Carolina State University, D. K. IVY has joined the faculty with the responsibility for designing and implementing a communication across the Curriculum program.

At Berea College (KY), the faculty has passed a proposal for Speaking across the Curriculum. The Center for Effective Communication, directed by Libby F. Jones, is now working within a "whole language" framework.

At the University of Colorado at Colorado Springs, a Title III Federal grant incorporates a commitment to "develop critical oral communication skills across the curriculum." A Center for Excellence in Oral Communication is just opening there, according to Sherwyn Morreale.

As part of a national study of institutional communication assessment procedures, Ellen Hay (Augustana College, IL) is collecting data on the relationship of SAC programs to the assessment process.

For an SCA Seminar presentation, Ted Sheckels (Randolph-Macon, VA) is collecting data regarding the impact of SAC programs on the basic speech course.

SPEECH COMMUNICATION ASSOCIATION, NOVEMBER 1-4, 1990

The 1990 Chicago convention of the SCA may well be dubbed the Mike Cronin Show for those associated with Speaking Across the Curriculum.

Short Course

"Oral Communication Across the Curriculum: Designing, Implementing, and Assessing a University-Wide Program." Staff: Michael W. Cronin and George L. Grice. (Requires Pre-registration)

Some Papers of Interest to SAC

Michael Cronin and Phillip Glenn, "The Oral Communication Program: Program Description and Model Proposal for a Communication Across the Curriculum Program."

Michael W. Cronin, "A Review of Empirical Research on the Instructional and Learning Outcomes of Interactive Video Instruction: Implications for Speech Communication Education."

Michael Cronin and Carole Spencer, "Oral Communication Techniques to Enhance Student Learning of Mathematics and Science in Elementary and/or Secondary Schools."

Adelina M. Gomez, Michael Z. Hackman, Sherwyn P. Morreale, and Pamela Shockley-Zalabak, "Developing Undergraduate Oral Communication Competence: The Center for Excellence in Oral Communication."

George L. Grice, Julie W. Bird, and John D. Dalton, "The Student as Communication Tutor: Ethical Dilemmas and Responsibilities."

Robert O. Weiss, "The Faculty Development Component of Speaking Across the Curriculum."

If you would like to stay on the mailing list for the SAC Newsletter, drop me

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BLACKBURN COLLEGE

At Blackburn College (IL), the newly revamped General Education Program incorporates designated communication intensive courses, including oral, written, and mathematical communication. The General Education Program includes a required core of courses for freshmen and sophomores and then "clusters" of interdisciplinary courses for juniors and seniors.

Courses designated as speaking and listening intensive will aim at developing listening, critical thinking, verbal clarity and accuracy, and argumentative skills, among others. Faculty workshops are being conducted in speaking and listening across disciplines, as well as in writing and mathematics.

A Lilly Endowment grant supplemented costs of implementing new course designs, faculty development, and interdisciplinary exchanges. Rusalyn H. Andrews represents the Speech Communication & Theatre Dept. in the enterprise.