

SACS

Speaking Across the Curriculum

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Robert O. Weiss, Editor

PERSONNEL

DePauw University is pleased to announce the appointment of **Susan R. Wilson** (Ph.D., Northwestern University) to the position of Associate Professor of Communication Arts and Sciences and Director of the Speaking and Listening Center.

Steve Ralston is the new Director of the Oral Communication Proficiency Program at East Tennessee State University.

ROBERT MORRIS COLLEGE (ILLINOIS)

Robert Morris College is a not-for-profit urban school whose mission is the education of students underserved by the traditional college system.

Working with consultants from the University of Illinois-Chicago, Robert Morris College faculty developed a Speaking Across the Curriculum program aimed at "treating" the urban speech patterns manifested by the College's diverse student body while providing training in business presentations. A number of these patterns became the focus of a structured program that cut across the curriculum and through the associate and bachelor's degree program.

All first-year students are enrolled in Com 101, the kind of introductory communication class typically offered to freshmen. The instructor reviews the urban speech patterns that are the emphasis of the Com 101 course. The instructor is careful to refer to these patterns as characteristic of "casual language" as contrasted with "professional language."

In later courses such as the introductory psychology course, students give other presentations that focus on different urban speech patterns. In the senior year, a capstone presentation in a major course calls upon the students to incorporate all they have learned about professional communication.

You are invited to send news for the next (September 2001) issue to the editor:

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The program is assessed annually as part of the RMC Outcomes Assessment Program.

If you are interested in more details about the Robert Morris College Speaking Across the Curriculum initiative, please contact Don Haynes, Dean of General Studies, via e-mail at <dhaynes@smtp.rmccil.edu>.

PUBLISHED ARTICLES ON SAC

Our journals are full of helpful articles relating to SAC (CXC) these days. Among those worth special attention recently have been these:

Morello, John T. Comparing Speaking Across the Curriculum and Writing Across the Curriculum Programs. *Communication Education* 49 (January 2000), 99-113.

Cronin, Michael W., Grice, George L, and Palmerton, Patricia R. Oral Communication Across the Curriculum: The State of the Art After Twenty-five Years of Experience. *Journal of the Association for Communication Administration* 29 (2000), 66-87.

Hobgood, Linda B. The Pursuit of Speaking Proficiency: A Voluntary Approach. *Communication Education* 49 (October 2000), 339-351.

Ellis, Kathleen, Shockley-Zatabak, Pamela, and Hackman, Michael Z. Communication Laboratories: Genesis, Assessment, Challenges. *Journal of the Association for Communication Administration* 29 (2000), 155-162.

PENN STATE UNIVERSITY

At Penn State University, the Drake Endowment has been established by the Speech Communication Department to support its Speaking Across the Curriculum initiative.

The Endowment so far funds a graduate student who works in the marketing and management capstone courses (including working with teachers to integrate presentations into the grading system), another who works with first year students in the College of Earth and Mineral Sciences, and communication assistance provided for international graduate students in the Engineering College.



SPEECH COMM GUIDEBOOK

Bedford/St. Martin's publishers are advertising the availability of *A Speaker's Guidebook*, by Dan O'Hair, Rob Stewart and Hannah Rubinstein, which includes "unique coverage of speaking across the curriculum."

Intended as "a classroom text and a post-classroom reference," it includes a chapter devoted specifically to Speaking in Other College Courses.

NCA SUMMER CONFERENCE

A National Communication Association Summer Conference in Washington, D.C., June 7-10 will address Communication Across the Curriculum as one of seven "strands" for "Engaging 21st Century Communication Students."

According to Sherry Morreale, NCA Associate Director, matters for consideration in this strand include reviewing a variety of cross-curricular models across the nation, start-up strategies for new program developers, and articulating methods of programmatic assessment. By the end of the conference planners and attendees will have distilled a set of "best practices" for each strand.

Another of the seven strands of special interest to many of our readers will explore the topic of "Communication Laboratories," often established to support Speaking Across the Curriculum initiatives.

Although we suspect that this issue will reach you after the May 17 deadline for registration, more information is available in the April issue of SPECTRA.

EXCELLENCE AT THE CENTER

A lively and productive interactive workshop for directors and prospective directors of communication laboratories (speaking centers) was sponsored by the University of Richmond April 20-22. The event was originated and managed by Linda Hobgood, Director of the University of Richmond's impressive Speech Center. Communication Laboratories, which are designed to provide opportunities for students to enhance their communication participation, make vital contributions to speaking across the curriculum programs.

Formal sessions of the conference were devoted to workshops facilitated by the following persons:

An introductory session on "Communication Labs/Centers: History and Rationale" was conducted by Sherry Morreale, Associate Director of the National Communication Association.

A workshop session on "Designs" was facilitated by Tamara Burk, Mt. Holyoke College, and John Morello, Mary Washington College.

Facilitators for a wonderful workshop on "Faculty Development" were Robert Weiss and Ann Weiss, DePauw University, and Jackie Ganschow, Del Mar College.

Elizabeth McDonald and Diana Vincelli, University of Richmond, led a session on the topic of "Funding."

"Student Staff: Training and Motivation" was the subject of a workshop facilitated by Pamela Miller, Eckerd College, Linda Hobgood, University of Richmond, and Ashley Krieg and Rebecca Hedge, DePauw University.

Leaders of a workshop on "Evaluation and Assessment" were Scott Allen and Terre Allen, California State University at Long Beach, Steve Ralston, East Tennessee State University, and Rick Rowland, Pepperdine University.

"Forming Partnerships Across Campus" was the title of a session directed by Beth Von Till, San Jose State University, Ted Sheckels and Jennifer Miederhoff, Randolph-Macon College, and Beth Waggenspack, John Tedesco, and Marlene Preston, Virginia Tech University.