

SAC

Speaking Across the Curriculum

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Robert O. Weiss, Editor

GUIDING PRINCIPLES FOR CXC

Eleven Guiding Principles for CXC emerged from the NCA 2001 summer conference on "Engaging 21st Century Communication Students: Best Practices for Communication Scholar-Teachers" in Washington, DC, June 7-10 (see reverse).

I. CXC programs are grounded in communication theory and research and contribute to communication scholarship.

II. CXC programs promote and reinforce effective communication strategies essential for students' academic, civic, and professional pursuits.

III. CXC program goals and objectives are grounded in the culture and mission of the institution.

IV. CXC programs address and respond to the communication needs and outcomes of the disciplines.

V. CXC programs enhance student learning in the content areas.

VI. CXC programs develop clear procedures for the assessment and evaluation of class assignments, student outcomes, and the CXC program as a whole.

VII. CXC programs are led by faculty members with appropriate training in the communication discipline.

VIII. The work of CXC directors and staff is compensated, evaluated, and considered a substantive part of review.

IX. CXC programs incorporate initial and ongoing faculty development with incentives offered for participation.

X. CXC programs develop competence in various contexts of communication (e.g., interpersonal, small group, intercultural, and public speaking, to name a few).

XI. CXC should be a supplement to a basic communication course taught by a faculty member trained in the communication discipline. However, where this is not possible, CXC should be directed by a faculty member trained in the communication discipline.



You are invited to send news for the next (May 2002) issue to the editor:

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Mt. Holyoke Grant

At Mt. Holyoke College the Davis Educational Foundation has awarded the Weissman Center's Speaking, Arguing and Writing Program (SAW) a \$329,304 grant that will support the speaking and writing-related portion of a new curriculum designed to enhance the first-year experience at MHC.

As part of the new curriculum, it is expected that all entering students will take small courses that are speaking- and writing-intensive. To support this initiative, the grant will provide funding for a new full-time position, a SAW program coordinator, the occupant of which will take on the administrative functions of hiring, assigning and supervising student mentors and assistants, overseeing the SAW speaking and writing consultation program, and coordinating other regular functions of SAW. This will enable SAW director Tamara L. Burk, who currently provides these services, to spend more time working directly with faculty on curriculum development.

AN SAC BIBLIOGRAPHY

Pamela C. Miller, at Eckerd College (FL) has compiled *Speaking Across the Curriculum: An Annotated Bibliography of Resources*. Pam indicates that she has provided this bibliography to Linda Hobgood, University of Richmond, for distribution to Communication Lab Directors. She will welcome information about additional resources to be included in the next edition of the bibliography.

THE CXC STRAND

Current Communication Across the Curriculum programs are often faced with institution-specific pedagogical goals, resources, and parameters making cross-curricular planning challenging and exciting for scholars and program directors. At the SCA summer conference on "Engaging 21st Century Communication Students" in June, the "CXC strand" addressed these challenges in several ways, including 1) reviewing a variety of different cross-curricular models around the nation, 2) providing concrete start-up strategies for new program developers, 3) generating institution-specific strategies for responding to external questions and challenges, 4) developing research agendas for communication across the curriculum scholars, 5) articulating methods of programmatic assessment and accountability, and 6) discussing recommendations for current and future directors and scholars.

This conference yielded 11 comprehensive Guiding Principles (see reverse) for CXC.

Conference proceedings, including frequently asked questions, guiding principles, action recommendations, bibliography, and conference facilitators can be found at <http://www.natcom.org/Instruction/summerconf/summerconf.htm>. For more information on the summer conference, contact Deanna Dannels, deanna_dannels@ncsu.edu.

MARY WASHINGTON SEARCH

Mary Washington College invites applications for a tenure-track position at the assistant professor level. The successful applicant will teach courses in speech communication, including public speaking, small group communication and upper-division courses in the area of expertise. Interest in directing a speaking-across-the-curriculum program desirable.

The deadline for receipt of materials is November 30, 2001. Apply to Speech Search, Department of English, Linguistics, and Speech, Mary Washington College, Fredericksburg, VA 22401-5358.

NOTES

- At SE Missouri State University, Dacia Charlesworth received the College of Liberal Arts Honors Award for Outstanding Service for 2000-2001. Charlesworth (now moved to Slippery Rock U.) was recognized for, among other things, her work directing the Oral Communication Across the Curriculum Program.
- Sara Coelho, University of Pennsylvania, informs us that the label for their program is being changed from Speaking Across the University to Communication Within the Curriculum (CWC?).

NATIONAL COMMUNICATION ASSOCIATION, ATLANTA, GA, NOVEMBER 1-4

Programs and short courses relevant to Speaking Across the Curriculum are again abundant this year. We mention some especially useful events. For further information consult the NCA Web site, <http://www.natcom.org>. Note that short courses require advance registration and fees.

Short Course 4: Developing and Directing the Communication Laboratory/Speaking Center. Instructors include Rick Rowland, Judith A. Rolls, Linda B. Hobgood, Tamara L. Burk, and Jeremy B. Teitelbaum.

Short Course 5: Communicating Across the Curriculum: Designing, Implementing, and Assessing a University-Wide Program. An old favorite among workshops, instructed this year by Michael W. Cronin, Deanna P. Dannels, George L. Grice, and Stephanie D. Tomlinson.

A Call for Research: Communication Across the Curriculum and the Scholarship of Teaching. Papers by Ann L. Darling, Maureen A. Mathison, Deanna P. Dannels, and Chris M. Anson address four common "problems" emerging in CXC work from a scholarship of teaching perspective. Jo Sprague is Respondent.

NCA 2001 Summer Conference "Engaging Communication Students: A Roundtable." Best Practices in Communication Across the Curriculum, will be among the seven "strands" explored at the Summer Conference to be shared at this program.

The Place of Speech Communication Instruction in the Liberal Arts College General Education Curriculum: A Case Study. This panel, chaired by Theodore Sheckels, includes Maria Scott's paper on "In a Perfect World: Speaking Across the Curriculum at Utopia University."