

# SAC

## Speaking Across the Curriculum

Issue #25, May 2002

Robert O. Weiss, Editor

### VISION AT THE CENTER

The second annual conference of communication lab (speaking center) directors was hosted by Paul Sandin at Butler University, Indianapolis, April 19-21.

Facilitators at the roundtable sessions included Linda Hobgood, William Neher, Rick Rowland, Beth Von Till, Paul Sandin, Amanda Gunn, Cindy Loser, Neil Purdue, Jackie Ganschow, Brenda Mathews, Sarah Mohndro, and Esther Yook.

Participants at Butler voted to seek Communication Lab "Section" status in the National Communication Association. Another communication lab directors' conference is being planned for 2003 at Del Mar College, Corpus Christi, TX.

Thirty-three student "consultants" also attended the Butler conference and planned the formation of a student division.

Speaking across the curriculum programs and speaking centers (labs) tend to have a symbiotic relationship, as SAC programs must offer assistance to students enrolled in speaking-intensive courses while the speaking centers reach out to provide services across the curriculum.

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

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### RHETORIC IN THE DISCIPLINES

Two recent incisive articles in *Communication Education* examine the relationship between communication theory and disciplinary discourse with specific reference to the theoretical and practical underpinnings of communication across the curriculum.

Dannels, Deanna A. (2001). Time to Speak Up: A Theoretical Framework of Situated Pedagogy and Practice for Communication Across the Curriculum. *Communication Education* 50: 44-58. Dannels sets forth a vision of a Communication in the Disciplines (CID) model "that is disciplinary, situated, and locally negotiated." She discusses situated communication pedagogy as a theoretical groundwork for CID, its implications in practice, and its benefits in cross-curricular work as a response to calls for more sophisticated scholarship in the endeavor.

Garside, Colleen (2002). Seeing the Forest Through the Trees: A Challenge Facing Communication Across the Curriculum. *Communication Education* 51: 51-64. Garside also reinforces the call for greater attention to disciplinary epistemologies that tend to be ignored in communication across the curriculum rationales. Using a feminist critical framework, she provides a critique of needs assessment procedures, instructional materials and evaluation forms, with suggestions for incorporating disciplinary components in CXC programs.

### NCA RESOURCES

Available on the NCA Home Page

Proceedings  
from the Communication  
Across the Curriculum Strand  
NCA 2002 Summer Conference:  
"Engaging 21st Century  
Communication Students"

[http://natcom.org/Instruction/  
summerconf/cxc.htm](http://natcom.org/Instruction/summerconf/cxc.htm)

## **UNC-GREENSBORO**

Joyce Ferguson reports: The University of North Carolina at Greensboro launches Speaking Across the Curriculum this fall. Incoming freshmen will be required to take two speaking-intensive courses, one being in their major. Forty-two courses have been approved so far, representing a wide array of disciplines. Joyce Ferguson has been appointed Faculty Development Coordinator. The University Speaking Center will also open this fall. Amanda Gunn has been appointed Director of the Speaking Center.

## **PRINCE GEORGE'S**

Marlene Cohen reports: From its start in 1989, the Communication Across the Curriculum program at Prince George's Community College has followed a consulting model offering a variety of services, then adapting to the users' needs. For example, I offer workshops to departments or divisions on topics like building a positive classroom climate and building effective intercultural relationships among students. I offer mini-lectures in student classes on how to prepare a speech and dealing with communication apprehension. And I offer assistance to faculty on making their oral communication assignments clear, and their evaluation instruments fair, and on helping students work effectively in groups. Currently I'm helping a health profession department redesign their curriculum to be sure to teach professional culture to their students.

## **MARY WASHINGTON COLLEGE**

Esther Yook reports: Anand Rao (Ph.D., University of Pittsburgh) has been appointed director of the Speaking Intensive Program at Mary Washington College.

## **COLUMBIA COLLEGE**

Sara Nalley reports: Dr. Charles Pearce has been named Associate Professor and Director of Oral Communication for the Pearce Communication Center at Columbia College, Columbia, SC. Dr. Pearce comes to Columbia from St. Anselm College, where he headed the Communication Certificate Program. Dr. Pearce holds degrees in communication from the University of North Carolina at Greensboro and Penn State University. At Columbia College he will teach in the newly-established communication major as well as directing the Pearce Center program in communication across the curriculum.

## **DEPAUW UNIVERSITY**

Robert Weiss reports: The Oral Communication Competence program at DePauw University this year celebrates 20 years of existence as a graduation requirement. At DePauw, faculty members are certified to assess the oral communication competence of students enrolled in designated speaking-intensive courses. Susan Wilson is Director of the Speaking and Listening Center and Karin Ahim is completing a term as Faculty Development Coordinator.

## **WESTERN STATES**

Stephanie Tomlinson reports: At the Western States Communication Association convention in March, Stephanie Tomlinson, Ann Darling, and Deanna Dannels presented a panel addressing concrete ways to assess Communication Across the Curriculum programs.

### **CALL FOR PAPERS**

Language and Learning in the Disciplines is now soliciting manuscripts for a special issue titled: "Speak Up! Scholarship and Practice in Oral Communication Across the Curriculum."

This special issue of LLAD will focus on scholarship emerging out of the communication across the curriculum movement. Theoretical or empirical papers dealing with, but not limited to the following topics are invited: orality in disciplinary discourse, assessment of oral competence, teaching and learning of oral communication in particular disciplines, theoretical complexities and outcomes of integrating writing and speaking, and the nature of interdisciplinary partnerships in CXC work.

Deadline for 2-page proposals: September 1, 2002. Notification by November 1  
Contact Guest Editor, Dr. Deanna P. Dannels <[deanna\\_dannels@ncsu.edu](mailto:deanna_dannels@ncsu.edu)> with questions.  
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