

# SAS

## Speaking Across the Curriculum

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Robert O. Weiss, Editor

### WASHINGTON/JEFFERSON

#### *New Curriculum*

Washington & Jefferson College (Washington, PA) has recently approved a new curriculum which includes a Speaking Across the Curriculum requirement. W&J has created a Center for Excellence in Teaching & Learning to promote faculty and student skill development. Dr. James M. Sloat (formerly director of the Center for Public Speaking at Dickinson College) is the Director of the Center for Excellence in Teaching & Learning.

#### *Position Announcement*

Washington & Jefferson College is seeking candidates for a tenure-track position in the Department of Theatre and Communication. The successful candidate will also serve as the Faculty Associate in the Center for Excellence in Teaching & Learning. Responsibilities include teaching introductory and advanced courses in Communication, developing a strategic plan for an emerging Communication program, providing faculty development workshops in oral communication, and developing co-curricular opportunities for student development in oral communication. For a more detailed position description, please contact the Center for Excellence in Teaching and Learning by phone (724-250-3533) or by e-mail ([cell@washjeff.edu](mailto:cell@washjeff.edu)).

### NOTES

#### *Comm Labs Conference*

Successful conferences for directors of communication laboratories (speaking centers) were held at the University of Richmond in 2001 and at Butler University in 2002. Paul Sandin, at Butler, informs us that intended host Del Mar College will be unable to entertain the 2003 Comm Labs Spring Conference, but that "we are in the process of considering other options."

#### *Hamline University*

At Hamline University, Assistant Dean Alan J. Silva has replaced Melissa Embser-Herbert as Director of the Oral Communication Program, which includes a graduation requirement that all students complete two speaking-intensive courses.

You are invited to send news for the next (May 2003) issue to the editor:

Robert O. Weiss  
Communications Arts & Sciences  
DePauw University  
Greencastle, IN 46135-0037  
(765) 658-4490  
FAX (765) 658-4499  
[ROBERTWEISS@DEPAUW.EDU](mailto:ROBERTWEISS@DEPAUW.EDU)

### DEBATING ACROSS THE CURRICULUM

When David Zarefsky brought "recent interest in debate across the curriculum" to the attention of participants at the Alta Argumentation Conference last year, he was reminding them of a natural connection between argumentation pedagogy and speaking across the curriculum.

Attention to debating principles and formats is a frequent component of faculty development workshops. At DePauw University, the forensics director has been allocated training time in these workshops to help faculty members introduce debating procedures into their classes.

A new book by Alfred "Tuna" Snider and Maxwell Schnurer is titled *Many Sides: Debate Across the Curriculum*. The authors are veteran debate coaches on the national circuit and aim to make their expertise more widely available throughout academe. Their intention is stated this way. "This book is a resource for all teachers and educators who are interested in using debate as a classroom teaching technique." About a third of the 281-page volume is devoted to "using debate in specific subject areas." *Many Sides* is published by the International Educational Debate Association and a publication notice indicates that it is most easily available through Amazon.com.

As a further note, we cannot resist mentioning an earlier work directly applicable to across the curriculum classroom debating, namely *Public Argument*, by Robert O. Weiss. This book was published by the University Press of America in 1995 and is currently most readily available through Barnesandnoble.com.

## MOUNT HOLYOKE

Tamara Burk has been busy over the past year revitalizing Mount Holyoke College's Speaking, Arguing and Writing (SAW) Program. Originally, the program bridged separate writing and speaking centers with a focus on the critical thinking process that both skills have in common. This year, the centers have been integrated into one physical facility with new changes in staffing, training, and programmatic priorities. This has allowed us to streamline many of SAW's day-to-day operations, and to plan and deliver much more fluidly and efficiently, says Tamara.

Among the new centralized resources is a Classroom Studio, a 20-seat mediated room featuring computer and video projection, document and slide visualizers, light control, and production-quality video recording. This Studio is available as a faculty-reserved mediated classroom space, offering the benefit of allowing students to prepare and engage in guided reflective practice in the same room where they will deliver assigned presentations.

These efforts attracted international attention last semester when a delegation of deans and faculty from Sookmyoung Women's University in Korea visited MHC to study the SAW program in action.

SAW's new initiatives for the Fall include a Partners in Pedagogy instructional development project, a Davis Grant initiative focusing on First-Year Seminars, and a Student-led Mentor/Assistant pilot project.

## RANDOLPH-MACON

Randolph-Macon College anticipates having in place, beginning in the fall of 2003, both an ambitious WAC and an ambitious SAC program. The SAC program will be initiated by a 26-hour freshman speech curriculum, which will be embedded within a year-long first-year seminar. This speech curriculum will be taught by speech communication professionals with the assistance of peer tutors and the first-year seminar instructors. Many general education courses will be speaking-intensive. Extensive faculty development (led by R-MC faculty and consultants from other institutions) will support the effort, as will a speaking center staffed by peer tutors. Theodore F. Sheckels, Professor of English and Communication, has been appointed to direct the SAC program beginning in Fall 2003. A WAC Director will be hired to direct the parallel writing effort.

## NOTES

### *Engineering*

The July 2002, issue of *Communication Education* includes an article by Deanna Dannels, "Communication Across the Curriculum and in the Disciplines: Speaking in Engineering."



## 2002 NCA CONVENTION, NOVEMBER 21-24

A search for "across the curriculum" in the National Communication Association's Annual Convention web site <<http://.natcom.org>> brings up 65 citations. We call to your attention several that appear to have direct relevance to speaking across the curriculum. You don't have to be a member to access the full program.

*Short Course 1. Communication Across the Curriculum: Design, Implementation, Assessment and Research Models.* Instructors include Deanna P. Dannels, Chris M. Anson, Ann L. Darling, and Stephanie D. Tomlinson. Note that short courses require advanced registration and an additional fee.

*Seeing the Big Picture: Implications for Assessment Via the History and Effectiveness of Speaking Labs and Oral Communication Across the Curriculum Programs.* That title says it all (I think). Papers will be presented by Patricia R. Palmerton, Deanna P. Dannels, William W. Neher, and by Christine R. Hedsel and Mary C. Hogg.

*Assessing Speech Proficiency in Various Disciplines Across the College Curriculum.* A panel from Del Mar College will clarify Texas Higher Education objectives and set forth useful assignments and assessment tools. Presenters include Sarah L. Mohundro, Jackie A. Ganschow and Brenda Matthews.

*Research on Oral Communication Practices: Genres of Speaking in Engineering and Technical Disciplines.* Individual presentations by Colleen Garside, Deanna Dannels, and Ann L. Darling, plus a team report from Dale Cyphert, Leslie K. Duclos, and Rex A. Karsten. Carolyn R. Miller is designated as Respondent.

Another paper that looks interesting. Lisa Sparks, Katherine E. Rowan, and Tai C. Du. "The Influence of Passion, Instruction, Repetition, and Feedback in Fostering Communication Expertise Across the Curriculum (CXC): A Testable Model for Outcome and Assessment in Higher Education."