

# SAC

## Speaking Across the Curriculum

Issue #4, September 1991

Robert O. Weiss, Editor

### NEEDED RESEARCH

SAC programs point out myriad areas of needed research. We need to find out if the SAC approach has an effect on communication competence. The assumption is that it does. We don't know if that assumption is true. We also need to find out if oral articulation of content enhances learning. Again, the assumption throughout the literature is that it does. Again, there is little evidence to confirm or deny that assumption. There is little evidence indicating what kinds of communication behaviors contribute to learning and what kinds of communication behaviors hinder it.

Patricia Palmerton, "Speaking Across the Curriculum: Threat Opportunity or Both," ACA Bulletin, April, 1991.

You are invited to send news for the next (May) issue of the SAC Newsletter by mail or phone to the editor:  
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### MURRAY STATE MASTER'S THESIS

At Murray State University, Constance Mandrell has completed an M.A. thesis which consists of a survey of Speaking Across the Curriculum programs in colleges and universities. She has also been asked to develop a proposal for an SAC initiative at Murray State.

SPEECH COMMUNICATION ASSOCIATION, OCT. 31-NOV. 3, 1991

### Short Course

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

### A Program on SAC

7:00-8:30 a.m. (yikes!), Saturday, Nov. 3. ORAL COMMUNICATION ACROSS THE CURRICULUM PROGRAMS: CONCEPTION, CONTINUANCE and CRITICISM.

Philip M. Backlund and Bill Swain, "Speaking and Writing Across the Curriculum: A Chance for Peaceful Co-existence."

Diana K. Ivy, "Launching a Communication Across the Curriculum Program: Fast Talk and Financial Constraint."

Sherwyn P. Morreale, Pamela S. Shockly-Zalabak, and Penny Whitney, "Project EXCEL and the Center for Excellence in Oral Communication: Integrating Five Critical Undergraduate Skills Across the Curriculum."

Michael W. Cronin and George L. Grice, "The Consultant Model Approach to Oral Communication Across the Curriculum."  
James C. McCroskey, Respondent

### Other SCA Papers that Look Interesting

Joseph Ashcroft, "The Pedagogical Debate About Extending the Instruction for Writing and Speaking Across the Curriculum."

Janice D. Rice, "Speaking Across the Curriculum: Variables in Adapting Organizational Training Models to Academia."

Theodore F. Sheckels, "The Role of Speaking Across the Curriculum in De-Marginalizing the Speech Communication Discipline."

William J. Wardrobe and Marsha L. Bayless, "The Oral Communication Component in the Business Classroom: A Survey of Speaking Assignments, Student Preparation and Skill Evaluation."

## SPEAKING ACROSS THE CURRICULUM PROGRAM UPDATES

Randolph-Macon College. In a 2-week period in August, Dr. Patricia R. Palmerton conducted a workshop for 15 R-MC faculty members from 11 disciplines; Dr. Don M. Boileau of George Mason University offered a half-day presentation on the discipline of speech communication and how it relates to other liberal arts disciplines to a group of 30 R-MC faculty; and Dr. John T. Morello of Mary Washington College conducted a follow-up workshop for 18 faculty from 12 disciplines who had previously worked with Dr. Palmerton. All finished the workshop with specific classroom assignments to use during the 1991-92 academic year.

During this 2-week period, the Oral Communication Steering Committee met and agreed to recommend: 1) that R-MC hire a full-time faculty member in speech communication to support our evolving SAC program; 2) that R-MC establish a separate speech communication department; 3) that R-MC fund at least two more years of start-up faculty development; and 4) that R-MC require 3 speaking intensive courses (including one in the student's major) for graduation. These recommendations will require various approvals before becoming the direction our SAC program will take in future years. (Ted Sheckels)

North Carolina State University. The current funding for the CXC program again consists of one course of released time. What I did last year mostly consisted of a lot of talk. You could call it a consultant model rather than a training model. I made eight faculty workshop/presentations last year working with 185 faculty members.

Where do we stand now? This year my goals are to 1) investigate existing programs elsewhere; 2) keep my current program visible through workshops, contacts, etc.; 3) review needs assessment programs of other sorts (sort of a "let's systematically assess students' communication deficits rather than just assuming deficits exist"), and 4) exploring external and internal funding options. (D.K. Ivy)

Radford University. Is sponsoring 23 communication-intensive courses. . . . Conducting a faculty development retreat for 24 faculty on OCAC. . . . Conducting two campus workshops on OCAC. . . . Had three journal articles accepted on OCAC. . . . Submitted a grant proposal and budget initiative to the state to obtain additional funding for 1992-94. . . . Marketing videodisk versions of IVI modules on "Coping With Speech Fright," "Presenting an Argument: The 4 S's," and "Preparing and Using a Speaking Outline." . . . Offering intensive training in oral communication to non-speech students via interactive video instruction and a peer tutoring lab. (Mike Cronin)

As part of a \$2.5 million Title Three grant, the University of Colorado at Colorado Springs is continuing to pilot an array of projects/approaches to communication across the curriculum. Projects piloted in the last year include: 1) communication-intensive courses in a variety of disciplines that include a strong focus on critical thinking as well as oral presentation; 2) communication components in freshman orientation and senior capstone courses; 3) one credit laboratory-based courses that include pre- and post- diagnosis, assessment, and placement; and 4) a variety of activities to counter negative considerations involved in the CXC effort, such as a) reaching 75% of the campus population through students taking either the entry-level basic course and public speaking course, and b) developing self-directed and linear videos as opposed to non-communication faculty presenting communication material. (Sherry Morreale)

Hamline University is fashioning institutional structures which will maintain its across-the-curriculum program and emphasize college-wide "ownership" of it. (Pat Palmerton) . . . DePauw University is engaged in an intensive evaluation of its 10-year experience with an SAC graduation requirement. (Bob Weiss) . . . Lynchburg College will sponsor a workshop on its "LCSR" Program, including an SAC component, the week of May 11; contact Dr. Michael Santos, director, for information. (James Huston) . . . Central College is revising its departmental endorsements. (Walter Cannon) . . . Berea College is working to implement a Speaking and Listening Across the Curriculum proposal passed by the faculty in 1990. For further information, contact Dr. Libby Jones, Director of the Center for Effective Communication, CPO 914, Berea College, Berea KY 40404. (Libby Jones)