
SACS

Speaking Across the Curriculum

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Robert O. Weiss, Editor

David Clark Study

David Clark of Nebraska Wesleyan University in Lincoln has spent part of a sabbatical year investigating programs of Oral Communication Across the Curriculum. His study seeks to provide resources for an informed revision of both the speech communication major and general education requirements at Nebraska Wesleyan. He made visits to the University of Colorado at Colorado Springs, Central College in Pella, Iowa, Butler University in Indianapolis, Radford University and Lynchburg College in Virginia, and DePauw University in Indiana. He also plans to visit Hamline University in St. Paul, Minnesota, before the conclusion of his sabbatical year. He reports that although all programs have some elements in common, each has features and emphases unique to the individual institutions. Commonalities seem to be concerns for active learning of students, faculty development, and the assessment or development of oral communication competencies of students.

DePauw Evaluation

In August DePauw University will complete a full-scale evaluation of its 10-year Oral Communication Competence program.

Among the evaluation procedures which have been utilized are focus group interviews with alumni in several cities as well as faculty on campus. Surveys of alumni, faculty, and students have been conducted.

As outside evaluator, Kenneth E. Andersen, University of Illinois, visited the campus for two days in April.

The Task Force members conducting the evaluation include economics professor Tony Catanese (chair), Academic Dean John B. White, communication professor Larry Sutton, and associate faculty development coordinator Robert Weiss.

You are invited to send news for the next (Sept.) issue of the *SAC Newsletter* by mail or phone to the editor:

Robert Weiss
108E Performing Arts Center
DePauw University
Greencastle, IN 46135
(317) 658-4490

University of Alaska Fairbanks

In the fall of 1991 the University of Alaska Fairbanks implemented a speaking across the curriculum requirement for all degree-seeking students. Each student will now be required to take one upper-level class that has been reviewed and designated as oral intensive. The unique feature of this program is that instructors can choose from three different emphases - technical speaking, group communication, or public speaking - in order to more effectively incorporate oral communication into their classes. This allows disciplines to choose an option that more closely suits the type of communication that occurs in their profession, creating less resistance to the program. These emphases also allow the Department of Speech Communication to better prepare students in 100-level speech classes for the oral intensive classes.

SCA Committee

The Speech Communication Association has established an ad hoc Committee on Communication in the Undergraduate General Education Curriculum, charged with making recommendations for undergraduate communication requirements.

A subcommittee exploring procedures connected with "required oral communication-intensive courses" is chaired by George Grice and includes Michael Cronin, Patricia Palmerton, Sherry Morreale, and Robert Weiss.

"The State of the Art"

An article entitled "Oral Communication Across the Curriculum: The State of the Art," authored by Michael Cronin of Radford University and Phillip Glenn of Southern Illinois University, appears in the October, 1991, issue of *Communication Education*.

This article reviews published assessments of oral communication across the curriculum programs in higher education and reports activities and results from the faculty and student development program in place at Radford University.

U. of Colorado - Colorado Springs

At the University of Colorado at Colorado Springs, Communication Department faculty are continuing to develop and test a variety of approaches to communication across the curriculum (CXC). Included in these pilot projects are: (1) an increasing number of communication-intensive courses in various disciplines; (2) varying communication components in an increasing number of sections of the inter-departmental freshman orientation course; (3) a new pilot program to begin summer, 1992, in conjunction with the teacher education program (TEP) in the School of Education, that will include pre- and post-testing of the oral communication competency of all TEP students. Faculty members Sherry Morreale and Pam Shockley also are in the process of revising a forthcoming national publication describing their multi-dimensional approach to CXC.

Berea College

When in 1990 the Berea College faculty adopted many of the recommendations of an interdisciplinary task force on oral communication, they left plenty of the details of implementation to be worked out later. For instance, one provision was that "each department, including general education, should have planned the integration of the Effective Oral Communication principles into its curriculum by the end of the 1992-93 academic year." Departments are working on this. Adopted recommendations from the report included objectives in curriculum development, teaching assistants, faculty support and development, and oral communication experiences for seniors in the major. A second group of faculty and staff are half-way through a two-year faculty development cycle. Central to the operation of the Berea program is the Center for Effective Communication, directed by Libby Jones.

Notes

The Borough of Manhattan Community College has received a U.S. Department of Education Title III grant to develop a speaking across the curriculum program. . . . A task force has been working for a semester on speaking across the curriculum at Hampden-Sydney College. . . . At Central Washington University communication professor Phil Backlund and English professor William Swain are developing a "Speaking and Writing across the Curriculum" program.

Interactive Video Instruction

One unique and productive initiative of the Oral Communication program at Radford University has been the development of modules of "Interactive Video Instruction," which, according to Director Mike Cronin, "seems to be an effective method of enhancing the teaching/learning process in communication intensive courses." In IVI, a computer enables a user to interact with any combination of videotape, film, slide, graphic and text materials. Instead of passively reading or listening, the interactive video user must actively respond to the program. Radford has tested and has now made available interactive modules on six topics:

- Constructing Speaking Outlines
- Using Speaking Outlines
- Coping with Speech Fright
- Developing Key Ideas: The Four S's
- Critical Thinking: Supporting Your Ideas with Good Evidence
- Mission Possible: Listening Skills for Better Communication

For more information about the equipment necessary and the process of examining and obtaining these modules, write to Dr. Michael Cronin, Oral Communication Program, Box 6932, Radford University, Radford, VA 24142.