

SAA

Speaking Across the Curriculum

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Robert O. Weiss, Editor

University of Alaska Fairbanks

The University of Alaska Fairbanks is in the second full year of their new Core Curriculum, including upper division, discipline based oral intensive (OI) courses. An exceptionally full and useful account of the university's Speaking Across the Curriculum program can be found in the ACA Bulletin article cited below.

The philosophy of the program, as set forth in that article, is that "one way to increase students' communication competence would be to foster basic communication skills in an introductory course in Speech Communication which can be used as the foundation for the acquisition of advanced communication skills in discipline specific situations later in students' collegiate careers." Thus the various emphases of the oral intensive courses might be on

- (1) public speaking
- (2) small groups, or
- (3) technical presentation

and these emphases are then reflected in the speech courses designed to prepare students for their "OI" experience.

Strohmeier, M., Stratton, M., Novak, D., and Leipzig, J. (1992). Implementing Speaking Across the Curriculum: A Case Study. *ACA Bulletin*, Issue 81, 32-52.

S Signifies "Value Added"

"Welcome to SALAD" is a description of procedures implementing "Speaking and Listening Across Disciplines" at the Borough of Manhattan Community College of the City University of New York, supported by a Title III Grant from the U.S. Department of Education.

The "credo" statement mandates that SALAD courses "require that speaking and listening activities be an integral part of the course, with attention focused on developing speaking/listening competencies. 'S' designated courses are not substitutes for the basic speech course required of all students; they are intended to support, reinforce and further enhance students' speaking/listening abilities. In other words, 'S' will signify 'value added.'"

The 4-page report, produced by a committee co-chaired by Howard Budner, Department of Business Management, also delineates SALAD criteria, objectives, methods and faculty development requirements.

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

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Communication Education Articles

Two important articles on Speaking Across the Curriculum issues appear in the January, 1993, issue of *Communication Education*.

In the lead article, Michael Cronin and George Grice describe a consulting/training model in which speech communication faculty are assigned "to work with C-I course instructors in designing, implementing, and evaluating oral communication activities in their courses." The authors contend that the CONTRA model is preferable to a "training" model and therefore should be encouraged.

In a second article, Sherwyn Morreale, Pamela Shockley-Zalabak, and Penny Whitney describe the approach taken by the University of Colorado at Colorado Springs to communication across-the-curriculum courses and programs. They conclude, "Communication will go across the curriculum; therefore, the question for those in communication departments is "How do we—or do we—go with it?"

Cronin, M., and Grice, G. (1993). A comparative analysis of training models versus consulting/training models for implementing oral communication across the curriculum. *Communication Education*, 42, 1-9.

Morreale, S., Shockley-Zalabak, P., and Whitney, P. (1993). The Center for Excellence in Oral Communication: Integrating communication across the curriculum. *Communication Education*, 42, 10-21.

William and Mary

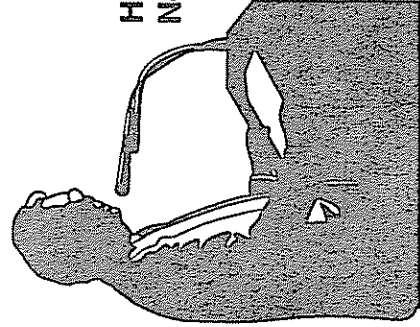
Tamara Burk, at the College of William and Mary, Williamsburg, VA, has received a \$12,800 grant from a faculty committee which allows her to conduct a Faculty Development Seminar this month, for which she has invited the assistance of Sherry Morreale, UCCS, and Michael Cronin, Radford U. This will start a process for the development of an active Speaking Across the Curriculum program at the college. Prof. Burk welcomes relevant information, articles, advice, etc., from our readers.

Many Faces of Communication Across the Curriculum

A program at the Eastern Communication Association convention early this month, "Many Faces of Communication Across the Curriculum," featured four institutions representing

- (1) a consulting program
- (2) a speech intensive program
- (3) a cluster course program, and
- (4) an oral performance program.

The participants, who distributed program descriptions and sample assignments, were Sharon Carrish, Babson College, Francis Elmi, Manhattan Community College, Marlene Cohen, Prince George's Community College, and Brad Kinney, Wilkes University. Marlene Cohen arranged and chaired the program.



How About a Local Newsletter?

Local newsletters provide useful channels for keeping in touch with the faculty who have participated in our workshops and for reaching out to others who might be interested

in what we are doing.

At Radford University, George Grice edits SPEAKEASY, a comprehensive and informative letter which would welcome you to its mailing list.

At Weber State University, Colleen Garside produces an elegant letter called SPEAC (for Speaking Excellence Across the Curriculum).

And a more primitive internal document is the LETTER which is distributed now and then at DePauw University.

We assume there are others. Let's see them.

Two Major Steps at UCCS

The communication-across-the-curriculum program at the University of Colorado, Colorado Springs took two major steps forward this semester. First, a concerted effort was made to develop more communication-intensive courses. That successful effort resulted in a total of 28 courses representing a variety of academic disciplines incorporating an oral communication component into their undergraduate curriculum. Second, the university's faculty voted to include a communication component in all area courses that are used to satisfy general education requirements in natural sciences, social sciences, and humanities for undergraduates. Since communication faculty and staff deliver all across-the-curriculum activities, these two developments represent a labor-intensive challenge to the Department and the Center for Excellence in Oral Communication.

Classifieds

In an effort to establish a "library" of information, Colleen Garside requests "anyone who has written and/or presented papers concerning speaking across the curriculum activities to mail or FAX a copy to me."

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To obtain information about interactive video instruction (IVI) modules, contact

Dr. Michael Cronin, Director
Oral Communication Program, Box 6932
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Radford, VA 24142

For copies of DePauw University's recent evaluation of its 10-year Oral Communication Competency Program, write to

John B. White
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Hamline's Longitudinal Study

More data on the effects of speaking intensive courses are available in an internal Hamline University document prepared by Patricia Palmerton, "Report of Longitudinal Study of Oral Communication Competence of Hamline Students."

Noting the reservation that "throughout this study was plagued by sampling problems," Palmerton provides results of the study which include data that

- (1) Hamline seniors scored significantly higher on the CCAI (Communication Competence Assessment Instrument) than Hamline first-year students and
- (2) Hamline students who experienced speaking intensive courses scored significantly higher than those without speaking intensive coursework.

Among the tentative conclusions of the study was the following paragraph: "Speaking intensive courses appear to support ongoing development of communicative competence. The result showing that those students with public speaking courses and speaking intensive courses scored higher than those students with public speaking alone suggests the supportive nature of oral communication programs for development and maintenance of communicative competence. The result showing difference on communication codes even among those without public speaking coursework further supports the interpretation that speaking intensive courses do indeed help develop competence."