

34A  
89-90

NEW COURSE PROPOSAL

- Cover Sheet -

Part I - Title/author of change

Title: EN 314 Speech and Communication in the  
Secondary English Classroom

Department Requesting: English

Contact: Prof. D. W. Woodworth

Part II - Approvals for New Course Proposal:  
Speech and Communication in the Secondary English  
Classroom

Sign-offs

1. Department Curriculum Committee

*Karen Dandurand*

2. Department Chair

*James T. Gray*

3. College Curriculum Committee  
or Dean's Advisory Council

*Kathel Jodryce*

4. College Dean

Part III - Timetable

To take effect: Spring 1992

To be published in the university catalog: 1990-91

Part IV - Description of Curriculum Change

1. Course title: Speech and Communication in the  
Secondary English Classroom

Proposed course #: EN 314

Number of credits: 3

Prerequisites: EN 101, 210, 202

Catalog description: (On separate page - See attached)

Catalog description for catalog editor

Course: EN 314: Speech and Communication in the Secondary English Classroom

Offers English Education students practical and theoretical approaches to relationships between oral and written communication. The course is performance based (involving a variety of communication activities) and knowledge-based (involving study of research on language arts relationships). Emphasis is given to integration of the four language arts for improving teachers' own communication skills as well as those of their students.

## Part IV continued

## 3. Course analysis questionnaire

Section A: Details of the Course

- A1 The proposed new course fills two important academic needs for English Education majors: To provide practical classroom application of effective speaking skills and to provide training in the theory and practice of integrating the language arts of speaking, writing, listening, and reading. No course currently on the books adequately fills these needs.

How this course differs from our public speaking course:

The public speaking course gives primary emphasis to formal, platform speaking. The new course is designed to include instruction in a broad range of occasions for speech (e.g., public, interpersonal, small group, interpretive) and also in the ways in which speaking and writing are used together for thinking and communicating. Furthermore, the new course is designed to prepare prospective English teachers for the kinds of communication needed for effective teaching and professional conduct.

How this course differs from our existing courses (Advanced Composition, Teaching and Evaluating Writing):

The new course is designed to integrate the language arts, whereas existing courses tend to focus on separate applications of writing, reading, or speaking. EN 314 is designed to: (1) make teachers more effective communicators, and (2) prepare them to teach the language arts as related skills. Further, the new course aims to acquaint students with the body of research on relationships between speech and writing, thereby helping them to understand Language Arts as a field of study as well as a set of skills.

An appropriate balance of theory and practice will be maintained. The responses of students and faculty may suggest necessary adjustments. The attention to theory in this proposed design assures a sound professional foundation, while attention to practice assures effective training in communication.

The course is not proposed for inclusion in the Liberal Studies course list.

- A2 No, this course does not require changes in existing courses.

- A3 Yes, this course follows the traditional type of offering by the department insofar as it incorporates both skill development and understanding of theory.
- A4 No, this course has never been offered on a trial basis or as a special topic.
- A5 No, this course is not to be offered as dual-level.
- A6 No, this course is not for variable credit.
- A7 A number of other institutions offer courses integrating speaking and writing as general electives or as required freshman courses.
- A8 Yes, the content and skills of this course are mandated by the Pennsylvania Department of Education (PDE), NCATE, and the Guidelines for the Preparation of Teachers of English Language Arts of the National Council of Teachers of English (see Guidelines excerpts, attached). According to PDE's "Pennsylvania Standards for Program Approval and Teacher Certification in English" (May 9, 1985), for example, the new course meets all or part of the following three standards:
- Standard VI: "The program shall require studies and experiences in listening and speaking including the organization and management of small group discussions, the oral interpretation of literature, and the preparation, organization and delivery of oral presentations (formal and informal) to a variety of audiences."
- Standard VII: "The program shall require studies of the various methods of assessment used to evaluate student performance in listening, speaking, reading, and writing and techniques used to help students overcome oral and written communication apprehension."
- Standard IX: "The program shall require studies of language acquisition and use, comprehension processes, and theories of communication."
- A9 As stated under A1, this new course cannot be incorporated into an existing course because EN 310 (Public Speaking), the only existing course near in content, is (1) intended for a general audience, (2) focused on formal, platform speaking, (3) not geared toward the theory and practice of integrating speaking, writing, listening, and reading for

educational settings.

Section B: Interdisciplinary Implications

- B1 The course will be taught by one instructor; it will not be team-taught.
- B2 No, additional or corollary courses are not needed with this course.
- B3 This course is related in general, rather than specific, ways to the Education courses taken by English Education majors insofar as it addresses the communication skills and understanding expected of English teachers. No conflicts with other departments or programs have arisen or are anticipated because the course is within the domain of English: it involves theory and practice in the language arts.
- B4 Seats will be made available to students in the School of Continuing Education if these students are enrolled in English Education.

Section C: Implementation

C1 Resources needed:

Faculty: J. Wilson  
B. Rafoth  
C. Bensich

Space: Classroom space is available in Leonard Hall.

Equipment: No special equipment is needed beyond what is currently available.

Lab supplies: None needed.

Library materials: Current holdings are adequate.

Travel funds: None are needed.

- C2 No, none of the resources for this course are grant-related.
- C3 It is expected that this course will be offered Spring semesters.

- C4 One or two sections per semester are expected.
- C5 A maximum enrollment of 15 students per section is necessary in order to allow for the performance components of the course.
- C6 It is not known whether any professional society recommends enrollment limits. However, an enrollment limit of 15 for speech courses is customary at IUP and other institutions.

Part V - Letters of support

Not Applicable



## 2. Course syllabus

Title: Speech and Communication in the Secondary English Classroom

Course number: EN 314

Brief (Catalog) description: (3 credits) Offers English Education students practical and theoretical approaches to relationships between oral and written communication. The course is performance-based (involving a variety of communication activities) and knowledge-based (involving research on relationships between the language arts). Emphasis is given to integration of the four language arts for improving teachers' own communication skills as well as those of their students.

Prerequisites: EN 101, 210, 202

### Course Objectives

1. To prepare secondary English teachers for the kinds of inter-related oral and written communication which they (1) are expected to have expert knowledge and proficiency in, (2) are likely to use as classroom teachers and while interacting with students, colleagues, parents, community, and (3) may be expected to teach to their high school students in virtually any language arts course.
2. To enhance both performance skills as well as conceptual/theoretical understanding of relationships between speaking, writing, reading, and listening through presentations and activities, assigned readings, and instructor lectures.

### Texts

Thaiss, C., Suhor, C. (Eds.) (1984). Speaking and Writing,

K-12. Urbana, IL: NCTE.

Floyd, J.L. (1985). Listening: A Practical Approach. Glenview, IL: Scott Foresman.

Selected articles available at Kinko's:

Britton, J. (1983). Shaping at the point of utterance. In A. Freedman, I. Pringle, & J. Yalden (Eds.). Learning to write: First language / second language (pp. 13-19). New York: Longman.

Elbow, P. (1985). The shifting relationships between speech and writing. College Composition and Communication, 36(3), 283-303.

Elbow, P. (1987). Closing my eyes as I speak: An argument for ignoring audience. College English, 49, 50-69.

- Johannesen, R.L. (1989). Perspectives on ethics in persuasion. In C.U. Larson's Persuasion, 5th ed. Belmont, CA: Wadsworth.
- Kroll, B. M. (1981). Developmental relationships between speaking and writing. In Kroll & Vann (Eds.). Exploring speaking-writing relationships (pp. 32-54). Urbana, IL: NCTE.
- Lofty, J. (1985). From Sound to Sign: Using Oral History in the Composition Classroom. CCC, 36, 349-353.
- Moffett, James. (1985). Liberating Inner Speech, CCC, 36, 304-308.
- Spear, K. (1988). "Listening." In Spear, Sharing Writing. Portsmouth, NH: Boynton/Heinemann.

#### Course Outline

- I. Introduction and Orientation to the Course (2 weeks)
- A. The language arts are integrated
  - B. Why it is important to understand this integration
    1. In individual vs. group speaking and writing
    2. For effective listening and reading
  - C. Audience Awareness
    1. analyzing audience
    2. adapting to audience
  - D. Case study: Oral interpretation
    1. Purposes for oral interpretation
    2. Ways in which oral interpretation serves to reify points A and B above.
  - E. Speaking before a group
    1. Building speech confidence
    2. Using notes, text, and visual aids
    3. Voice, poise, gesture, movement
    4. Non-verbal communication

Activities: Oral interpretation selected from the following: poetry, prose, drama.

Likes & Gura. Oral Interpretation 6th Ed. New York: Houghton, 1982.

- II. The Oral-Written Continuum (3 weeks)
- A. How relationships between speaking and writing have changed over time-- pre-literate civilization to the present.  
(Optional background reading: Olson, D.R. (1977).

"From Utterance to Text" Harvard Ed. Rev., 47, 257-81.)

- B. Changes over the past few decades
1. From platform to conversational speaking.
  2. Individual to collaborative speaking and writing.

Activities: Presentations such as a prepared 5-minute speech on one of the assigned readings; a panel discussion on one of the readings; oral presentations such as storytelling, occasional speeches (tribute, dedication, entertainment, ceremonial).

### III. Speaking and Writing to Learn (3 weeks)

#### A. Overview

Thaiss & Thaiss, "Learning Better, Learning More"  
In Thaiss & Suhor.

Britton, James. (1983). Shaping at the Point of Utterance. Reprinted in A. Freedman, I. Pringle, & J. Yalden (Eds.), Learning to write (pp. 13-19). New York: Longman.

#### B. Writing to Speak

Moffett, James. (1985). Liberating Inner Speech. CCC, 36, 304-308.

Activities: Students will engage in inter-related oral and written work (e.g. oral response to student's written work, problem solving activities, observing and evaluating discussions/media).

### IV. Speaking and Writing to Communicate (3 weeks)

Students will engage in inter-related oral and written work (e.g., interviews) on the following topics, based on scholarly readings:

#### A. Overview of theory

Elbow, P. (1985). The Shifting Relationships Between Speech and Writing. CCC, 36, 283-303.

#### B. Speaking to write

Lofty, J. (1985). From Sound to Sign: Using Oral History in the Composition Classroom. CCC, 36, 349-353.

#### C. Writing to speak

Interviewing

Activities - One or more of the following: Plan and conduct an interview; observe (and take notes on) a classmate planning and conducting interview, conduct an oral history; present classroom instructions.

V. Responding to Speech (listening, replying) (2 weeks)

Activities: Students will plan and participate in a conference (NCTE-style), including events such as keynote speeches, panel presentations, discussion groups, debates, roundtables.

VI. Assessing Students' Communication Skills (2 weeks)

Activities: Discuss theory and practice; examine and develop checklists, evaluation rubrics, tests; critique peer performances.

Reed, L. "Assessing" In Thaiss & Suhor.

Evaluation

Students will be graded on some combination of the following. Recommended weighting is given below; the instructor will indicate exact weights on the syllabus. Late and make up work is generally permitted only when the student has made prior arrangements (i.e., before the assignment is due) with the instructor, or when sudden illness or personal emergency arises (instructor may request verification).

1. One longer or two shorter papers based on the student's observations and interviews of someone who regularly uses speaking and writing on the job (a broadcaster, personnel manager, teacher). (30%)
2. A variety of shorter and longer oral performances and the writing (research notes, speech outlines, written reflections of their speech, etc.) that supported or followed this performance. (30%)
3. A portfolio, or perhaps an ongoing "learning log" (notebook) based on a single theme or purpose. For example, students might choose to focus on the oral dimensions of literary works or on ideas for classroom applications. The exact nature and requirements will be worked out and formalized in a contract between each student and the instructor. (30%)
4. A final exam (written or oral performance) (10%)

## Bibliography

- Britton, J. (1983). Shaping at the point of utterance. In A. Freedman, I. Pringle, & J. Yalden (Eds.). Learning to write: First language/second language (pp. 13-19). New York: Longman.
- Byrnes, James H. Speak for Yourself. New York: Random House, 1981.
- DeVito, Joseph A. Communicology. 2nd ed. New York: Harper, 1982.
- Chafe, W. (1982). Integration and involvement in speaking, writing, and oral literature. In D. Tannen (Ed.), Spoken and written language. Norwood, NJ: Ablex.
- Devine, T.G. (1978). Listening: What do we know after fifty years years of research and theorizing? Journal of Reading, 21, 269-304.
- Devine, T.G. (1982). Listening skills schoolwide: Activities and programs. Urbana, IL: NCTE.
- Ehninger, Douglas, Bruce E. Gronbeck and Alan H. Monroe. Principles of Speech Communication. Glenview, Illinois: Scott, 1980.
- Elbow, P. (1985). The shifting relationships between speech and writing. College Composition and Communication, 36(3), 283-303.
- Elbow, P. (1987). Closing my eyes as I speak: An argument for ignoring audience. College English, 49, 50-69.
- Fessenden, Seth A., et al. Speech for the Creative Teacher. Dubuque, Iowa: Brown, 1968.
- Hart, Roderick P., Gustav W. Friedrich, and Barry Brummett. Public Communication. 2nd ed. New York: Harper, 1983.
- Horowitz, R., & Samuels, S.J. (Eds.). (1987). Comprehending oral and written language. New York: Academic Press.
- Kroll, B. M. (1981). Developmental relationships between speaking and writing. In Kroll & Vann (Eds.). Exploring speaking-writing relationships (pp. 32-54). Urbana, IL: NCTE.
- Lofty, J. (1985). From Sound to Sign: Using Oral History in the Composition Classroom. CCC, 36, 349-353.
- Moffett, James. (1985). Liberating Inner Speech, CCC, 36, 304-308.
- Nelson, Paul E., and Judy C. Pearson. Confidence in Public Speaking. Dubuque, Iowa: Brown, 1981.
- Osborne, Michael. Speaking in Public. Boston: Houghton, 1982.
- Rafoth, B.A. (1987). Speaking and writing: Building connections for effective composition instruction. Journal of Educational Opportunity (Fall).
- Ross, Raymond S. Speech Communication. 5th ed. New Jersey: Prentice-Hall, 1980.
- Rubin, D.L., & Rafoth, B.A. ((1986). Oral language criteria for selecting listenable materials. Reading Psychology, 7 (3), 137-152.

- Rubin, D.L., Daly, J., McCroskey, J.C., & Mead, N.A. (1982). A review and critique of procedures for assessing speaking and listening skills among preschool through grade twelve students. Communication Education, 31, 285-303.
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From Guidelines for the Preparation of Teachers of English Language Arts of the National Council of Teachers of English

The following are verbatim excerpts.

Part I: Qualifications for Teachers of English Language Arts

**KNOWLEDGE:** Teachers of English language arts need to know the following.

Language Development

3. How speaking, listening, writing, reading, and thinking are interrelated.

Composing and Analyzing Language

5. The processes and elements involved in the acts of composing in oral and written forms (e.g., considerations of subject, purpose, audience, point-of-view, mode, tone, and style).

All teachers must know that much practice with expressive language (oral conversations and writing with one's self as the primary audience) is important, leading to writing with various purposes in a wide variety of forms for many different audiences.

8. How people use language and visual images to influence the thinking and actions of others.

By examining various relationships between verbal and visual languages, prospective teachers learn how to distinguish among various purposes of language and learn how to achieve these purposes.

Reading and Literature

9. How students respond to their reading and how they interpret it.

Evaluation

15. Evaluative techniques for describing students' progress in English

Research

17. Major historical and current research findings in the content of the English curriculum

Both elementary and secondary English language arts teachers must know the major sources-- e.g., books and periodicals-- for research findings in both the content of their discipline and the issues and trends which influence the curricula. They should develop the habit of staying abreast of current research in English language arts in order to maintain a vital teaching and learning environment for their students.

**PEDAGOGY:** Teachers of English language arts must be able to do the following:

Instructional Planning

1. Select, design, and organize objectives, strategies, and materials for teaching English language arts.

The English language arts curriculum involves the interrelation of reading/literature, composition, listening, speaking, and viewing. Teachers must be able to create appropriate objectives for each aspect of instruction.

2. Organize students for effective whole-class, small-group, and individual work in English language arts.  
Instructional Performance
4. Employ a variety of stimulating instructional strategies that aid students in their development of speaking, listening, reading, and writing abilities.  
A major part of English language arts consists of skills in the use of language that can be learned only in a setting that permits varied and extensive opportunities for students to practice and create. For example, students must be able to interact with one another about works of literature and their own compositions in order to develop abilities to explore, analyze, synthesize, and evaluate. They must speak to many audiences and listen to many different speakers if they are to become skillful communicators. Only a classroom that is organized by many different strategies can provide such opportunities for students.  
Instruction in Oral and Written Language
8. Help students develop the ability to recognize and use oral and written language appropriate in different social and cultural settings.
9. Guide students in experiencing and improving their processes of speaking, listening, and writing for satisfying their personal, social, and academic needs and intentions.  
Instruction in Language for Learning
15. Help students use oral and written language to improve their learning  
By creating many opportunities for students to talk and write together, teachers help students to invent and discover meaning.

**ATTITUDES:** Teachers of English language arts need to develop the following attitudes:

Concern for Students

4. A conviction that teachers help students grow by encouraging creative and responsible use of language.  
Professional Perspective
7. A commitment to continued professional growth in the teaching of English language arts.  
Teachers must acquire a sense of belonging to their professional community.

Part II: Experiences in Preparing Effective Teachers of English Language Arts



To be successful, a preparation program must (a) provide prospective teachers with models of effective teaching by means of the instruction they receive, (b) encourage prospective teachers to analyze the nature of effective teaching.

#### Models of Effective Instruction

Instructors in each subject area should model good teaching appropriate to that area. Composition teachers, for example, should concentrate on developing students' abilities so that, as future teachers, the students will be aware of the processes and qualities of effective oral and written composition.

Students should emerge from these experiences with a sense of how oral and written language can be used appropriately in various settings and with an understanding of the ways they can use linguistic insights in their teaching.

Through faculty members own involvement, prospective teachers should become familiar with major professional organizations... publications... and meetings.

#### Analysis of Effective Teaching

To make such analysis possible, a preparation program should provide prospective teachers with the findings of research and theory related especially to the teaching of reading, writing, speaking, and listening. Prospective teachers also should understand the theory and practice of evaluating student progress in writing, oral expression, and response to literature and nonprint forms.