Speech Communication Unit (English, Foreign Language, and Speech Division)

Chapter 1: Unit Description

Mission Statement:

The Speech Department at Lane Community College, in the English, Foreign Language and Speech Division, serves all other departments of the college and prepares students for four-year colleges and universities by providing required courses in speech communication. Our courses are designed to foster students' appreciation for the centrality and complexity of speech communication, to build confidence in their ability to communicate effectively, and to promote their understanding of the responsibilties of proficient communication. The ultimate goal of our program is to develop sensitive and adaptable communicators, in both sending and responding to messages.

A Brief History of the Speech Department at Lane Community College:

Speech communication has been taught at LCC from the very beginning of the existence of the college. Even before there was a main campus, Virginia DeChaine taught public speaking for LCC.

As part of the Mass Communication Department, a sequence of three public speaking courses was originally offered. As time passed, the discipline of speech communication began to broaden the study of communication into areas other than public speaking. Reflecting these changes in the discipline, through the years courses in interpersonal communication, small group communication, mass communication theory, business and professional speaking, and voice and articulation were added to the curriculum.

Ms. DeChaine was the head of the Mass Communication Department for several years, but decided to return to teaching primarily in order to develop the listening program at LCC. Due to her initial efforts, LCC began to offer a highly respected class in listening. Between 1996 and 1998, Barbara Breaden developed and revised the audio version of the listening class. Ms Breaden then developed a video version in 2002, replacing the previous audio version.

Mary Forestieri was hired in 1969 and was instrumental in the development of the communication curriculum at LCC. In 1990, Ms. Forestieri first offered a class in intercultural communication. The Intercultural Communication class is now offered regularly, meeting the need for required credits in diversity for the AAOT. In 1995, Mara

Levin developed and offered a class in gendered communication. The Communication, Gender and Culture class is now offered regularly, also meeting the need for required credits in diversity. With Ms. DeChaine's and Ms. Forestieri's increased interest in listening, interpersonal communication, and intercultural communication, Jack Robert began to be the primary public speaking instructor in the Speech Department.

As a response to the college's desire to offer distance learning classes, Jack Robert first offered a telecourse in 1998 for Sp 100, our survey course in Speech Communication. In 2001, Mara Levin developed and began teaching online interpersonal communication classes. Ms. Levin added to online course offerings when she offered the gendered communication class in 2002. Hyla Rosenberg developed and began teaching Sp 100 as an online class in 2002, replacing the telecourse. Ms. Rosenberg added to online course offerings by making the intercultural communication class available in 2004.

In 1985, the Speech Department moved from the Mass Communication Department to join with the English and Foreign Language Departments to form the English, Foreign Language, and Speech Division. The Speech Department currently includes six full-time, contracted faculty members and 5 well-qualified and dedicated part-time instructors. The Speech Department also includes Lane's very successful Forensics Program, which was begun in 1986 by Barbara Breaden.

Degrees and Certificates:

Transfer Degree Requirements

AAOT (U of O) - One of the following is required and does not double count for general ed:

- SP 100, SP 111, SP 112, SP 130 or SP 218

Oregon State - One of the three is required:

- SP 111, SP 112, or SP 218

Western Oregon University:

- SP 111 required

General Education Fulfillments

Oregon transfer degree

Arts and letters (general education):

- SP 100, 105, 111, 112, 115, 130, 218, 219, 220, 262

Associate of Science degree

General education (arts and letters):

- SP 100, 105, 111, 112, 115, 130, 218, 219, 220, 262

Associate of General Studies

General education (arts and letters):

- SP 100, 105, 111, 112, 115, 130, 218, 219, 220, 262

Associate of Applied Sciences

General education (arts and letters):

- SP 100, 105, 111, 112, 115, 130, 218, 219, 220, 262

<u>Other fulfillments</u>

Ethnic/gender/cultural diversity

- SP 220 or SP 115

<u>Where Single Classes in Speech are required at Lane CC</u>

Speech 100 required:

- Human Services: Criminal Justice

- Hospitality management

Speech 105 required:

- Human Services: Criminal Justice

(AAOT soft prerequisite for SP 218)

Speech 111 required:

 Emergency Medical Technician

Speech 218 required :

 Community service

Any single speech class listed for Associate of Applied Science required:

- Administrative assistant

 Legal assistant

Majors that can use Speech to fulfill requirements:

- Business: SP 111, or 112 - must be taken to transfer to PSU

- Computer network operations: Choice of SP 100, 111, 112, 130, 219

- Computer programming: Choice of SP 100, 111, 112, 130, 219

- Computer user support: Choice of SP 100, 111, 112, 130, 219

(For the three preceding programs, only these five courses will count for those three majors. No other speech courses will count.)

- Dental hygiene: SP 100, 111, 130 (if they take these classes before applying to the hygiene program, they get more points on their applications.)

- Engineering: SP 111 or 112 - must take these to transfer to programs at OSU. No specific course named - must take one if transferring to PSU

- Fitness training: (both 1 and 2 year programs) choice of SP 100, 105, 111, 218

- Graphic design: choice of SP 105, 218 or human relations

LCC Nursing: choice of SP 100, 218, 219

Recent Changes:

The following programs which required a speech class are no longer at Lane Community College:
Business Management, Industrial Maintenance, Real Estate, Radio Broadcasting and Sales/Marketing.
The Electronics Technology program and the Music program no longer require any speech classes.

Organizational Structure:

The Speech Communication Department consists of six full-time contracted faculty and five part-time faculty. The faculty conduct regular monthly meetings, rotating facilitation and minute-taking responsibilities; the division chair and listening lab coordinator are often present at these meetings as well. The meeting facilitator prepares an agenda and reserves the meeting room. All curriculum and governance questions are subject to discussion at these monthly meetings, and when decisions need to be made, the group aims for consensus.

The faculty group, working with the division chair and division administrative coordinator, collaborates in the development of each year's annual schedule. Most course assignments are also decided through a group process, except when certification or part-time seniority issues are factors. Contracted faculty assess the credentials of their part-time colleagues and recommend specific course certifications to the division chair. The

division chair maintains part-time seniority records for two families of courses: Communication Theory and Skills and Rhetorical Theory and Skills.

As members of the English, Foreign Language, and Speech Division, speech faculty also participate fully in division shared governance through committee work and division meetings. Committee assignments are shared primarily among the contracted faculty; when part-time faculty serve on division committees, they are compensated for hours spent. Speech faculty also serve regularly on college councils, committees, and task forces.

Faculty:

Breaden, Barbara L.; M.A. Univ. of Illinois; B.A. Univ. of Illinois

Bunker, Suzanne; M.S. Univ. of Oregon; B.S. Eastern Oregon Col.

Frasier, Jay; M.A. Northeast Louisiana Univ.; B.A. Ambassador Col.

Hankinson, Cheryl; M.A., Brigham Young Univ.; B.Ed., Central Washington Univ.

Hermach, Deborah; M.S. Univ. of Oregon; B.S. Northwest Christian College

Joiner, Amber; M.A. Univ. of Maryland; B.A. Univ. of Nevada, Reno

Kissinger, Sydney S.; M.S. Univ. of Oregon; B.A. Millersville Univ.

Krumrey-Fulks, Karen; Ph.D. Univ. of Kentucky; M.A., Univ. of Kentucky; B.A. Southern Utah Univ.

Levin, Mara; Ph.D. Univ. of Denver; M.A. Univ. of Connecticut, Storrs; B.A. State Univ. of New York, Buffalo

McQuillan, Lucas P.; M.A. San Diego State Univ.; B.A. Humboldt State Univ.

Rosenberg, Hyla; M.S. Portland State Univ.; B.A. School for International Training

Chapter 2: Program Outcomes (Curriculum)

<u>DISCIPLINE BACKGROUND:</u>
Speech Communication courses at Lane Community College encompass a broad range of both theoretical and skill emphases. Likewise, the instructional methods used in classes appeal to a wide range of learners and learning styles.

<u>LEARNING AND LEARNER STYLES:</u>
Communication instructors are sensitive to the need for diversification of both content and process approaches in the classroom. Instructors are well versed in the importance of recognizing those learners who prefer a visual or audio orientation to learning, as well as those who prefer a more "hands-on" approach.

Instructors in the department also recognize cultural differences that impact the learning experience, along with a variety of measurement "tools" (e.g. the **KOLB** Learning Style Inventory) which may guide in creating a rich, dynamic and engaging classroom environment.

<u>INSTRUCTIONAL METHODS</u>
Instructional methods may include a combination of all/some of the following on any given class day and/or in any given class. (Not all-inclusive.)

1) Didactic method in which the instructor "lectures", and the student takes notes. Often accompanied by use of the chalkboard/overheads as visual reinforcements. Some students prefer this method and/or have come from very "teacher-centered" learning contexts.

2) Reflective activities, which require students to consider a question or idea individually--appeals to those who prefer more time in gathering and understanding information.

3) Simulations--may be used, for example, in an intercultural communication course where students have an opportunity to apply their conceptual understanding

4) Guided group discussion and projects--used for both a metalevel understanding of group process as well as a means of encouraging connections between students.

5) Audio/Video Examples--Used to refine and build skills in listening, the "forgotten" skill area in many traditional Western educational settings.   Video examples may be used as means of encouraging critical thinking and application of theoretical material.

   6) Performance/analysis: This mode of assessment is often used in skills-based courses such as Public Speaking or Voice and Articulation as a means of measuring both progress and synthesis of key skill areas.

7) Story-telling: This method is used as a means of applying communication concepts. This particular method may appeal particularly to those students who identify with cultures that rely on an oral traditions, vs. written ones.

INSTRUCTIONAL ENVIRONMENTS

Instructional environments are characterized by conventional classroom settings as well as the Speech tutoring center, where learners may receive individualized attention and guidance in assignments and projects. Current additions to classroom environments include SMART classrooms, where technological accessibility acts as an adjunct to the learning process.

Speech instructors also have been very responsive to the college demand for distance education. On-line courses have been developed as a means of filling the need for learners who wish to participate in distance education.   In addition to on-line courses, web enhanced classes provide students with the opportunity to utilize the Internet to research course-related material, and to increase their skill and comfort with computer-mediated communication.

Finally, the listening lab is utilized as an instructional environment for students who are enrolled in Listening and Critical Thinking sections.

ASSESSMENT METHODS

Along with the above-mentioned classroom strategies, assessment methods vary. These may include the following examples:

1.) Written assignments: Students may be asked to research a particular issue or subject matter relevant to the class and to submit a final written analysis

2.) Speeches/Oral Presentations : Students are required to present a polished, rehearsed speech which demonstrates preparation, audience-centeredness, viable research (if applicable) and practice in organizing speech for optimum effectiveness. In other courses, oral presentations are incorporated so that students may demonstrate their knowledge and understanding of communication concepts/tools.

3.) Skill Projects: In some courses, students engage in skill practices which are meant to increase self-awareness, communication competency and sensitivity to others' points of view and experience. This also strengthens learners' capacity for self-assessment and growth and engages students in critical thinking.

4.) Group Projects: Small group communication is grounded in the theoretical constructs of the Speech Communication discipline, and some classes may include a group project in which students then analyze the process in terms of leadership, group formation and evolving norms and group values. Such experience proves invaluable in today's workforce in which the ability to be a "team player" is highly prized.

5.) Examinations: Instructors use a variety of types of examinations where applicable, including short answer, multiple choice and essay exams.

Chapter 3: Data

Facilities/Equipment:

The Speech Communication Department currently has two pre-assigned "smart" classrooms for speech performance classes, both located on the remodeled 4th floor of the Center Building and equipped with LCD projectors, Elmos, DVD/VCR players, and ceiling-mounted cameras. In addition, Listening and Critical Thinking classes must be pre-assigned in order to meet acoustical needs and store shared materials. The Forensics Program has a dedicated classroom because the Program Director's instructional office can only be accessed through the classroom.

Needs in five years:
1) three additional smart classrooms

Currently, smart classrooms are guaranteed only for performance classes, but other speech communication offerings also need the projection capabilities and internet access available in smart classrooms. For example, Voice and Articulation and Basic Communication classes use textual materials that function via the Internet and CD Rom; if instructors were able to project online sites, students could access online resources, including animations of physiological speech functions (respiration, phonation, articulation). In addition, instructors could play historical speeches available online.

Many communication textbooks, such as those used in Interpersonal Communication classes, include PowerPoint presentations as part of their ancillary materials, but instructors and students do not currently have ready access to appropriate materials.
2) three additional smart carts
3) secure equipment storage
4) web image conferencing equipment so that students taking online classes can present speeches in "real" time in front of an instructor and/or other students. Other valuable uses of web conferencing include classroom interactions with remote sites, including distant students and guest speakers.

Chapter 4: Analysis

The Speech Communication Department welcomes the opportunity for an annual assessment of department goals and needs. Discussion in 2003 revealed a number of issues the department plans to address in the near future.

- Consider changing department name
- Explore possibility of AS degree in Speech Communication
- Explore ways to enhance connection to Co-op Education
- Explore changes to enhance forensics program
  - Increase credits?
  - Pursue listing as Arts and Letters requirement?
  - Pursue approval for Oral Communication requirement?
- Explore implications of converting courses to four credits
- Review, revise course descriptions as necessary
- Explore possibilities for identifying specific focus in particular sections or providing rotating workshops (speech anxiety, for example)
- Consider providing additional descriptive material for online courses
- Maintain contact with Mary Brau about proposed AAOT changes