

What About Speaking?
**The Role of Oral Communication in
Composition and WAC Programs**

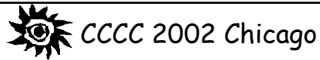
Chris Anson
Deanna Dannels
Matthew Parfitt
Martha Townsend
Piper Kendrix Williams

Workshop Overview

- Issues and concerns--institutional, programmatic, pedagogical
- New ideas, approaches, and resources
- Examples of work in three specific programs
- Beginnings of a strategic plan

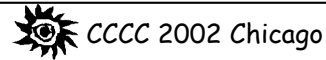
General Schedule

- 1:30-2:30: Introduction(s), workshop activity
- 2:30-3:30: Program showcase (panelists)
- 3:30-3:45: Break
- 3:45-4:30: Workshop activity
- 4:30-5:00: Discussion, resources, plans



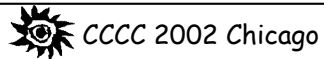
Special Note

Our break is planned for 3:30 p.m., but the CCCC is providing coffee service at 2:15 p.m. Please feel free to get coffee (regular or decaf) or tea at 2:15 if you wish--it's located outside Salon 1.



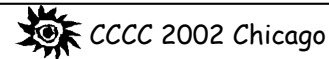
Problems, Issues, Concerns

- Theoretical
- Pedagogical/Logistical
- Programmatic
- Political
- Other



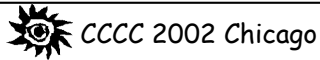
Your Turn...

- Please take a few minutes to draft some questions in any of the categories on the blank overhead, or other categories you can think of.
- Please be ready to share the ideas you wrote on your overhead when we follow up in the larger group.



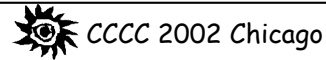
National Context

- Writing dominates composition & WAC programs
- When speaking plays a role, it's usually secondary (additive)
- WPAs, teachers, and WAC leaders are still largely from English and composition
- Speaking is often associated with comm. departments--in its own domain



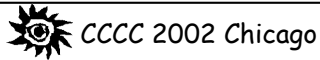
National Interest

- There is increasing curiosity about speaking in both composition and WAC programs
- Institutional change includes the integration of speaking into existing programs
- Speaking is often a generative topic on listservs and discussion forums
- There is increasing pressure from the public and industry to prepare better speakers



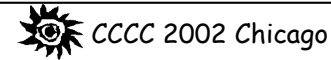
Rationale for Integration

- Language processes reinforce each other in teaching and learning
- Composition courses already include oral components but teachers may not realize it
- The language processes of one mode are just as important as those of the other
- Powerful pedagogical relationships of S & W



Additive Model

- Speaking is an added “topic” in a more important effort to improve writing
- Speaking is oriented toward “ability” in conventional modes (i.e., formal speeches)
- Speaking and writing are often seen as separate types of assignments
- Students may learn parallel processes in different frames or terms



Integrative Model

- Speaking and writing play equal roles
- Speaking can become a medium for learning, for producing a written text, etc.
- Writing can become a medium for speaking
- Practice is informed by research in both writing and speaking
- Projects can involve, and culminate in, both written and spoken products.

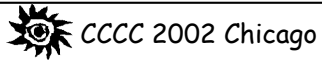
As you consider integration...



You should assume many of your students will have some anxiety about speaking, especially if they have not been exposed to speaking activities in other courses OR if they are new to the university setting (first-year students).

Communication anxiety is...

- The fear or anxiety associated with real or anticipated oral communication events
- The perception of negative outcomes (loss associated with speaking outweighs gain)
- The avoidance of speaking events for which there are strong negative associations
- The observable behaviors associated with stress or fear



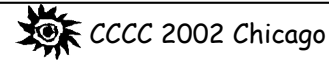
Reasons for Anxiety

Before the Event:

- Unfamiliar Role
- Rigid Rules
- Previous Experiences
- Personality Traits
- Degree of Preparation
- Physical appearance

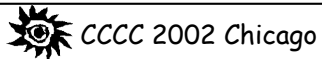
During/After the Event

- Getting "Tongue-Tied"
- Making Mistakes
- Forgetting Material
- Audience Interest
- Humiliation



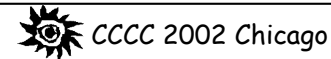
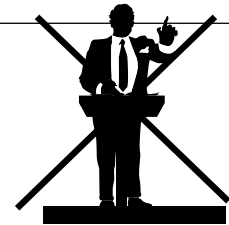
Managing Anxiety

- Address students' perceptions of negative outcomes
- Encourage students to relax and to prepare their body and mind to speak
- Help students control the environment (prepare the room, etc.)
- Demystify the speaking event (encourage audience analysis and interaction)
- Provide students with opportunities for practice
- **Incorporate informal speaking activities**



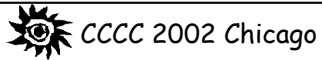
Informal Speaking Activities

- Pair and share
- Group poster presentation
- Impromptu presentation
- Discussion leadership
- 2-minute summary of reading
- Peer teaching
- Debate



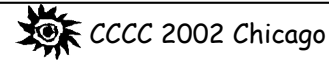
Formal Speaking Assignments

- Oral report of project
- Group presentation of class project
- Oral summary of research/ articles
- Persuasive argument on local policy
- Informative presentation on student majors/ interests
- “Get to know you” speech



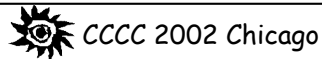
Responding to Speaking

- Encourage self-reflection
- Consider videotaping speeches for self or peer critique
- Include positive comments as well as suggestions for improvement
- Respond as an audience member
- Provide oral comments as well as written comments



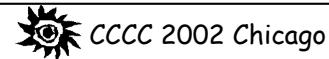
As you consider integration...

- What are your goals for incorporating speaking in your composition course?
- How do you want speaking to function in the course?
- In what ways do you see speaking and writing complementing each other?
- To what extent do you want formal and informal assignments tied directly to the writing? How will you do this?



Possibilities for integration...

- Create informal assignments that have students write AND speak
- Encourage students to outline formal speaking assignments
- Have students respond to guided questions about their papers in a small group discussion
- Have students engage in reflective practice about their writing and speaking assignments

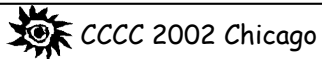


Showcase of Three Programs

Matthew Parfitt, Boston University

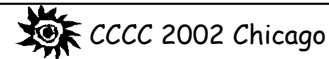
Martha Townsend, University of
Missouri-Columbia

Piper Kendrix Williams, Rutgers
University



Your Turn . . .

- Working in pairs, please discuss the two or three biggest challenges or concerns you have incorporating speaking into your course, comp. curriculum or WAC program.
- Come up with several possible courses of action to address each challenge. (25 minutes)
- Please be ready to give an informal presentation on one or two of your partner's concerns and plans for addressing them.



Questions and Issues

