**Speaking Across the Curriculum**

**Goals and Rationale**

As stated in the Core Curriculum document (Core Curriculum Task Force Report, p. 21), students are required to meet an oral communication requirement. This Speaking across the Curriculum requirement parallels the Writing Across the Curriculum requirement.

Designated as “C” course, the goals of oral communication intensive courses are:
1) to strengthen students’ understanding and mastery of course or discipline specific materials through oral communication; and
2) to develop students as effective communicators (speakers and listeners) in a variety of settings relevant to their major and needs

These two goals cover both learning to speak and speaking to learn. The first uses oral communication to enhance the student’s ability to explore and articulate comprehension of data, concepts, issues, and ideals. The second provides instruction in technique, such as organization and delivery.

**Criteria for a speaking intensive course or “C” course credit**

1. Course level is 300 or above.

2. Oral communication is a major part of the course: a. Oral communication is a significant part of learning objectives and course goals.
   b. Based on a minimum of three significant graded assignments.

3. Instruction must be provided on oral communication skills as well as content

4. Feedback must be provided on oral communication skills as well as content

5. At least one assignment is revised, e.g.: a. The student presents a draft.
   b. The draft could be done outside of class (such as in Speakers Lab or via a student recording of on their own).
   c. The student receives feedback for improvement (for example, from a Speakers Lab tutor or from the instructor).
   d. The revised presentation is presented.

**Frequently Asked Questions**

1. **Must presentations, interviews, or discussions be made in class?**  No, groups or individuals may make presentations outside of class to be graded by the instructor.

2. **Does the instructor have to be present?**  No, the students could record the presentation and submit it for review by the instructor.
3. **How long should a major presentation or discussion be?** A minimum of seven minutes of actual speaking time per individual is a good rule of thumb for each assignment. So each student should be graded on a minimum 20 minutes of speaking for the semester.

4. **For revision does content have to be the same?** No, if the process is the same (such as interviewing clients or conducting focus groups or debating an issue) and feedback is given between the assignments, then the content can vary.

5. **How do I grade oral communication?** Some of the competencies are similar to evaluating writing, such as purpose, organization, support and evidence. Delivery needs to be assessed and resources are available to help with assessment.

6. **What types of assignments?** Suggested oral communication activities include (but are not limited to)

   - Informative presentations
   - Conference presentations
   - Oral reports
   - Debates on key issues
   - Panel discussions on key issues
   - Briefings on course concepts
   - Problem-solving discussions
   - Decision-making discussions
   - Persuasive presentations
   - Extemporaneous presentations

7. **Can the Speaking Across the Curriculum requirement be embedded in the same course as the Writing Across the Curriculum component or the Indianapolis Community Requirement?** Yes, provided a course meets all of the relevant criteria, a course may be approved as satisfying more than one of the Writing Across the Curriculum, Speaking Across the Curriculum, and Indianapolis Community Requirement concurrently.

8. **What resources are available?** SPEAKERS LAB. In 1996, Butler University received a grant from the Lilly Endowment to more toward establishing a Speaking Across the Curriculum program. As a first step, the department established a Speakers Lab with the goal of providing students in all disciplines with the opportunity to practice, research, organize, and review oral presentations. On a voluntary basis, a Speaking Across the Curriculum program has existed since 1996.
   
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9. **How do I propose a Speaking Across the Curriculum component?** The course proposal form is available on the Core curriculum website [http://www.butler.edu/core/for-faculty/faqs-for-faculty/](http://www.butler.edu/core/for-faculty/faqs-for-faculty/). The course proposal form is also available on the Core curriculum Moodle site.

10. **What is the designator used for a Speaking Across the curriculum course?** The capital letter “C”