DOCUMENT RESUME

ED 103 889 CS 201 949

AUTHOR Kettner, Janet Su Zann
TITLE Oral Communication in the Freshman English Course.
PUB DATE Dec 74
NOTE 83p.; M.A. Thesis, Texas A & M University

EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE
DESCRIPTORS College Freshmen; Communication (Thought Transfer); Communication Skills; Course Content; *Curriculum Guides; *English Instruction; *English Programs; Higher Education; *Oral Communication; Written Language

ABSTRACT

This guide for a course in communication includes five chapters. The first chapter discusses the need for oral communication as part of the freshman English program. The second chapter includes an annotated bibliography of articles and books related to communication and communication courses, a summary of the four basic communication skills (writing, speaking, reading, and listening), the objectives and content of a communication course, and a discussion of motivation, teacher training, and planning and sectioning a communication course. The third section discusses the classroom application of a communication course and further considers sectioning, staffing, content, and scheduling. The fourth chapter examines an oral communication course at Texas A & M and discusses individual activities, individual-group activities, individual or group activities, and group activities. A selected bibliography is also included at the end of the document. (TS)

ORAL COMMUNICATION IN THE FRESHMAN ENGLISH COURSE

A Thesis

by

Janet Su Zann Kettner

Submitted to the Graduate College of
Texas A & M University
in partial fulfillment of the requirement for the degree of

MASTER OF ARTS

December 1974

Major Subject: English

TABLE OF CONTENTS

CHAPTER I

THE NEED FOR ORAL COMMUNICATION

Colleges and universities have a responsibility to their students and to the society into which they place these students. The responsibility of English departments, and more specifically freshman English programs, is even greater. "In one important respect the department of English is unique among the several faculties which serve at American colleges and universities: it alone has something all others must use. . .no discipline can be practiced without the use of English."[1] However, while English departments today are teaching composition, literature, and some creative and technical writing, they are not meeting the demands of industry, business, and government in one vital area--oral communication.

The increased complexity of our modern society, with its varied social, economic, and political aspects, demands a greater need for effective oral communication than most people realize. We live in a verbal society where we are continuously bombarded with words. The words compose our language, and language is the basis of all communication. However, throughout the history of freshman English, more emphasis has been placed on the written word than on the spoken word. This placement of emphasis needs to be altered--people speak and listen to others speak far more often than they write. Donald C.

This thesis follows the style of PMLA as outlined in The MLA Style Sheet, 2nd edition.

Bryant in his article "Critical Responsibilities of the Speech-English Program"[2] states that "the ordinary, educated citizen is more likely today to perform in public, even if in a small intimate public, so as to be seen and heard, than he ever was to write for public consumption."

Much the same views are expressed in the following statement:[3]

> Pupils in elementary grades and students in high schools and colleges should have more experience in spoken than in written communication. Throughout life, occasions for speaking are far more frequent than those for writing, more varied in type, often more important, and in many ways more difficult to meet. As one progresses in school achievement, his opportunities widen, so that the necessity for the advanced student to have a mastery of oral as well as written language for more complex and important occasions constantly increases.

Although this statement appeared almost forty years ago, it is still relevant and pertinent to student needs today. Freshman English programs are still not meeting these needs.

Most college students do not have the opportunity to develop adequate oral communication skills during their college careers. Yet even before graduation, the student finds himself faced with situations in which he must communicate effectively. The most important of these situations is the job interview where, face to face with a company representative skilled in talking with people, the student must sell himself. Once the graduate gets a job, he must continue to sell himself through his skills, his ideas, and his progress if he wants to succeed in his job. If a new employee cannot speak up and express himself, no one else will speak for him, and the success of an employee in a business organization may depend in many cases

not only on his work, but also on what he says and how he says it. The ability to work, cooperate, and get along with other employees is an important consideration when an employee is being considered for a promotion.

Some jobs depend almost entirely on oral communication for their existence. People entering the professions are expected to communicate orally. Teachers, lawyers, ministers, and doctors provide the most obvious examples of people whose oral communication is the most basic part of their jobs. Members of these professions are required not only to talk to those people they deal with directly, but must also talk with colleagues, give speeches to professional organizations, and participate in meetings.

Prospective employees entering business or industrial fields often do not realize that they, too, must be able to communicate orally. David C. Phillips in Oral Communication in Business[4] believes that for a person to be an effective member of a business organization, he "should have the ability to communicate in all speaking situations, such as conversations, interviews, information and policy-making conferences, as well as the more formal speaking occasions." A misunderstanding in any of these areas of business communication may cause serious problems for an individual and the company for which he works.

The need for effective oral communication has been recognized and accepted by not only business and professional people, but also by another profession--the Army. In an article on the freshman

English program at West Point,[5] General George R. Stephens made a prediction concerning future Army officers in which he said:

> The Army officer of 1970, if he is to function successfully, must be able to deal with the physicist, the chemist, the biologist, the historian, the economist, the jurist, and a host of other specialists. Therefore, West Point will devote more and more effort to developing the generalist who can understand the problems of, and communicate with, all of the specialists.

Introducing the student to the values of effective oral communication and providing opportunities for him to practice speaking in the freshman English course will get him started toward the goal of being a better prepared college graduate able to communicate in the various situations that arise in a career and in everyday situations. The earlier training in oral communication is begun, the more adept the student will be in using his oral facilities as a graduate. The freshman English course provides the best and most appropriate place to begin this training.

This first chapter deals with students' increasing need for effective oral communication. As indicated by the review of literature in Chapter II, leading scholars have for many years proposed inclusion of oral activities in freshman English. Many schools developed programs in which speaking and writing were both integral parts of the English course, and Chapter III discusses some of these programs in detail.

The goal of this research was first, to determine the feasibility of including oral work in the freshman English course at Texas A & M University, and second, to find and assemble possible oral activities

which could be used by our instructors in their classes. Chapter IV presents the conclusions of my research by first discussing problems that must be overcome before oral communication can be incorporated into the freshman English course at Texas A & M on an overall basis. The remaining part of Chapter IV provides suggested activities which could be used in conjunction with written work already a part of the freshman English course.

FOOTNOTES

[1]Thomas W. Wilson, The Anatomy of College English (San Francisco: Josey-Bass, 1973), p. 55.

[2]Donald C. Bryant, "The Critical Responsibilities of the Speech-English Program," The Speech Teacher, 10 (Nov. 1961), 270.

[3]Walter W. Hatfield, ed., An Experience Curriculum in English (New York: Appleton, 1935), pp. 136-37.

[4]David C. Phillips, Oral Communication in Business (New York: McGraw-Hill, 1955), p. 6.

[5]Gen. George R. Stephens, "The Fourth Class English Course at the United States Military Academy," Communication in General Education (Dubuque, Iowa: Brown, 1960), p. 195.

CHAPTER II

REVIEW OF LITERATURE

The literature concerning the relationship of freshman English and oral communication provides interested teachers numerous ideas useful in developing oral activities to be used in their classes. As an introduction to the discussion of communication programs (Chapter III) and to the possibilities of introducing oral communication into freshman English at Texas A & M (Chapter IV), this chapter is intended to provide for the reader a brief review of material, both general and specific, which deals with oral communication. This review is in the form of an annotated bibliography in which the entries are presented alphabetically, and is followed by a general summary of information found in the annotations. Some overlapping of content is present, but each article or book annotated has something individual and vital to contribute to the overall view of the literature.

Annotations

Anderson, Hurst Robins. "An Experiment in Oral and Written English." School and Society, 38 (Dec. 16, 1933), 808-809.

"Oral and Written English," a two-hour course, required students to prepare and deliver fifteen to twenty extemporaneous speeches during the year. The students first read material dealing with a specific principle involved in effective speaking, then prepared a speech incorporating this principle. Immediately after the student's

presentation, the effectiveness of the speech was evaluated by the class and the instructor. Subject matter for the speeches stemmed from discussions of problems that students face in college and in later life. One-half to two-thirds of the speeches were written out and graded as themes.

Babcock, C. Merton. The Harper Handbook of Communication Skills. New York: Harper, 1957.

Language is the basis of communication, and clear thinking is essential to meaningful communication. All communication has social, personal, and linguistic aspects, and understanding depends on psychological, intellectual, and social factors as well as on "knowledge of how language shapes thoughts, how it reflects cultural history, and how it may be manipulated to achieve the purposes of those who employ it."

Backes, James G. "To Get Them Talking--Try Writing." Today's Speech, 10 (Feb. 1962), 12-14.

Many groups, especially if newly formed, have trouble getting a discussion under way. At this point some type of "ice breaker" is needed, something to get the discussion started.

One method is quite simple. Each member of the group is given paper and asked to write down five words which immediately come to mind as the group leader mentions a particular word. The group then discusses what they have written down, but no effort is made to pinpoint a topic. The primary objective is to get the group talking.

Some advantages of this technique are that (1) members share

the experience of listing, (2) organization occurs when focusing thoughts on a specific item, (3) informality encourages participation, and (4) members may discover other topics for exploration.

Bailey, W. K. "The Importance of Communication for Advancement in Industry." College Composition and Communication, 4 (Feb. 1953), 11-13.

Industry wants and needs people who have been trained to think, who can express themselves, and who can lead others.

In business, oral presentations are usually better organized than written reports. Oral presentations usually begin with a statement of the problem, then give solutions and support. Written reports tend to present all data, then draw conclusions. The purpose of communication determines the method of presentation, and if the purpose is kept in mind, the report will be more effective. Business communication should be concise and clear, and "one of the finest business arts is to be able to sum up a discussion in one sentence."

When teaching students to communicate for business purposes, teachers should stress the reason for the communication, the purpose, and the most efficient method to get results.

Barnhart, T. A., Charles Baleer, and William Donnelly. "The Communication Program at St. Cloud State College." Communication in General Education, pp. 169-80.

The communication course at St. Cloud emphasized individual self-fulfillment. The program included three basic courses in a sequence, and students were required to achieve proficiency in each one before progressing to the next course. Students received

twelve credits.

The objectives of the first course were for the students to recognize their needs and abilities in communication, to develop better skills in reading, writing, speaking, and listening, and to understand the value of communication to themselves and society. The course stressed communication with a purpose, both expository and persuasive, based on readings and personal experiences. In writing and speaking assignments, the idea had to be worthwhile and the subject and presentation adapted to the purpose and audience.

The second course developed the skills of speaking, writing, listening, and reading oriented toward research writing and problem-solving discussion. Assignments included expository readings, student-led class and panel discussions, individual speeches, and research papers.

The third course, offered on the sophomore level, included the study of semantics, logic, propaganda analysis, critical thinking skills, and analysis of mass media communication.

Both remedial and enrichment courses were offered to those students with special needs on the recommendation of their teachers.

Barrett, Harold. Practical Methods in Speech. 3rd ed. San Francisco: Rinehart, 1973.

Speech is a social activity in which speakers must adjust to various situations in order to function usefully among others and must know and understand the people to whom they are speaking. Speech is influenced both by the personal and social behavior of

those involved and by the basic rhetorical principles of effective speaking. Since speech is a social activity, emphasis in teaching should be placed on all aspects of interpersonal communication, not only on public speaking.

Bassett, Glenn A. The New Face of Communication. New York: American Management Association, 1968.

There are two basic purposes of communication--one, to provide information to help the audience develop understanding; two, to impress and influence the audience to follow some course of action.

Real communication occurs when a person is being himself, honestly presenting his personal ideas and opinions without defensiveness. Real communication is characterized by "informality, spontaneity, and openness for the purpose of sharing experiences and facilitating learning." For this type of communication to take place, the speaker must recognize the communication situation and deal with the needs of the audience.

Brown, James I. "An Integrated Four-Skills Communication Experience." College English, 11 (Jan. 1950), 217-18.

The telling of personal experiences is a common part of any conversation. The following assignment teaches more effective communication related to conversational situations.

The teacher first reads an anecdote to the class after telling them that they will have an opportunity to retell the story. The students then retell the story as in a letter to a friend since both conversations and friendly letters require an informal conversational

style. After they finish writing, the students make a word for word comparison of their written account with a copy of the original. Students are expected to note specific differences between the original and their version. The class then discusses what they learned and how relating personal experiences can be used in communication.

This assignments is functional enough to motivate student interest and can be adapted to the needs of most classes. It can help students feel at ease and can show them the importance of language in other situations.

Bryant, Donald C. "Critical Responsibilities of the Speech-English Program." The Speech Teacher, 10 (Nov. 1961), 276-82.

The Speech-English program should stress the use of language and the ability to deal with mass communications. A person is more likely to speak than write, and good speaking habits can be improved through instruction and practice. This instruction is a complex problem involving acquisition of knowledge, fostering of thought, mastery of language, and development of expression. This instruction is first the responsibility of the English class but must also be carried over into other classes and emphasized by all teachers.

The teaching programs should emphasize style and usage, in both speaking and writing, and encourage ample practice in both. Speaking and writing are "co-ordinate processess," and competence in either one will improve ability in the other. As co-ordinate processes they are essential to the literacy necessary for individual independence

and participation in today's electronic age of mass media.

Bryant, Donald C. and Karl R. Wallace. Oral Communication: A Short Course in Speaking. 3rd ed. New York: Appleton, 1962.

Knowledge and thought are fundamental to good speaking, and delivery of speeches should not be rigid but have a conversational tone. Elimination of the idea of an authority can help the flow of communication. Emphasis should be placed on interesting the audience and keeping their attention, developing ideas through support and examples, and motivating the audience to get the desired results. The student should develop the habit of orderly preparation, both for simple speeches and for large presentations.

Clevenger, Theodore, Jr. "The Rhetorical Jigsaw Puzzle: A Device for Teaching Certain Aspects of Speech Composition." The Speech Teacher, 12 (Mar. 1963), 141-46.

The rhetorical jigsaw puzzle is a device useful in teaching the organization and parts of a speech. It is comparable to the scrambled outline technique, but goes deeper than formal structure. While it shares certain advantages with the speech analysis assignment, it emphasizes synthesis of parts into a whole rather than analysis of a whole into its parts.

The rhetorical jigsaw puzzle, which can be described as a dissected speech, presents to the student the task of re-assembling and labelling the parts of a speech which has been pre-analyzed into its elements. Preparing the puzzle requires detailed planning by the instructor. Terms must be defined unambiguously and the speech itself must illustrate the desired principles.

After the students have completed the assignment, they compare their versions to the original and may participate in a discussion of the organization and parts of the speech.

The rhetorical jigsaw puzzle is not intended to be superior to either the scrambled outline or the speech analysis assignment, but can play a unique role in the overall training program.

"Content of a Communication Course." College Composition and Communication, 6 (Oct. 1955), 137-38.

Writing, speaking, reading, and listening are components of the communication course, and content includes both subject matter and method.

Writing experience must include a study of language and its acceptable usage and practice of good rhetorical principles. Writing should grow out of experience and observation. Speaking, in addition to the same content for writing, requires somewhat different forms of organization depending on the speaking situation.

Reading, with emphasis on increased speed and improved comprehension, should lead to development of critical judgment and habits of evaluation. Listening should include the problems of taking notes and of discrimination and evaluation of speeches and mass media communication.

Development of these communication skills should motivate the students and make them aware that communication exists for a purpose.

Davidson, Levette J. and Frederick Sorenson. "The Basic Communication Course." College English, 8 (Nov. 1946), 83-86.

The University of Denver developed a one year, fifteen credit hour communication course, "English Expression," which integrated the skills of reading, writing, speaking, and listening. These skills were emphasized as tools "to secure the best possible adjustment of the individual in the complex field of human relations."

Four clinics were established: a reading clinic, a writing clinic, a speaking clinic, and a guidance clinic. This program used graduate student clinicians to help in individualizing instruction. The clinicians gave some tutorial aid to all students, collected and assembled biographical material on students, and gave extra help to those who needed it.

Students did not write "themes" as such, but wrote papers for a specific purpose and audience. Those speeches with a time limit were also prepared for a specific purpose and audience. Panel and cooperative discussions were stressed over formal speeches and debates.

The year's work was divided into three quarters. The first was devoted to observing and reporting. The major project was the writing of a fairly long, analytical autobiography, based on a series of questions designed to reveal causes of speech and writing blocks or of social maladjustment. These autobiographies were kept confidential. The second quarter was devoted to collecting, organizing, and presenting facts in the research paper. The third quarter was devoted to a study of methods of securing interest and emphasis, with the main project being a piece of creative writing done by the students.

Dean, Howard H. "The Communication Course: A Ten-Year Perspective." College Composition and Communication, 10 (May 1959), 80-85.

For a communication course to really benefit students, its objective should be to present the communication process as a "dynamic whole," influenced by situations in which communication takes place. The subject matter of the course should cover this process and include purposes of communication, development, sending and receiving of ideas, and feedback. Since the freshman course is an introductory one, the most vital principles of each stage of communication should be emphasized.

More specific aims of the communication course should be for the student to gain an objectivity in developing and evaluating ideas, to realize that language is a changing medium used in many ways, and to be aware that good communication is necessary for effective participation in society.

Any communication course must be fitted to the needs of those students enrolled in the classes and an endeavor made to consistently challenge the students.

Dow, Clyde W. "A Speech Teacher View College Communication Courses." College English, 9 (Mar. 1948), 332-36.

Both desirable developments and dangers exist for communication courses.

Seven desirable developments result from communication courses: (1) a unification of the objectives of composition and communicative speech to the advantage of the student, (2) an improvement in the teaching staff through better hiring practices, (3) the development

of a scientific attitude toward new ideas, (4) the development and use of in-service training programs for teachers, (5) the difference of opinion among the many programs, (6) the increasing awareness of the importance of speech in everyday life, and (7) the separation of written expression from literary appreciation.

The dangers deal mainly with the teaching of communication. The courses may lose the original objective of teaching the practical skills of listening, speaking, reading, and writing, and instructors may return to more easily taught material. Teachers may also overlook the real needs of the students while maintaining their own traditional interests. While trying to improve the student's ability to think and evaluate, teachers must not be too directive in telling students what to look for in an assignment, but help them learn to analyze what they read, hear, and think. Teachers must also avoid teaching communication in a vacuum rather than in and for life.

The dangers can be avoided by the communication course being practical rather than theoretical, being modern rather than historical, and being based on applied psychology rather than on literature.

"From a Student's Reading and Listening to His Writing and Speaking." College Composition and Communication, 4 (Oct. 1953), 75-76.

Assignments depend on what educational objective is sought and what types of reading best stimulate written and oral expression. The major objective is to prepare students to function in society through the use of effective communication. To this end, the practicality of communication should be stressed and informed writing and speaking

emphasized.

Early assignments should be based on the students' personal experiences and observations, since student expression is best when it deals with the concrete. The students must be able to write with unity, emphasis, and coherence. Also important is the analysis of expository prose to determine the elements which make it lucid, unified, and readable. Varied types of reading from both classical and contemporary sources are beneficial as are mass media discussions on relevant issues.

The teacher should select readings that relate to the students' personal experiences. To produce good writing and speaking, the reading and listening materials must generate interest and enthusiasm.

Johnson, Roy Ivan, Marie Schalekamp, and Lloyd A. Garrison. Communication: Handling Ideas Effectively. New York: McGraw-Hill, 1956.

The teaching of communication should not simply be a program of teaching individual skills of speaking, writing, reading, and listening, but should be a program which shows the importance of each skill in purposeful communication and its relation to experiences in living. Flexibility in classroom activity is important, as is recognition of individual needs. Continuous reinforcement of learning and coordination and continued practice of communication skills in realistic situations are necessary. The nature and use of language and discussion should be emphasized in teaching communication.

Lefevre, Carl. "Seminar in Advanced Communication Problems." College English, 20 (Apr. 1959), 358-62.

A seminar in advanced communications, a course for senior business and accounting students, provided opportunities for individual and group reports, both oral and written. The main assignments involved techniques of isolating, analyzing, and solving problems. A brief review of fundamentals of speech and writing was covered first, but the class moved on to an advanced level of communication, integrally related to problem-solving.

The work was divided into three categories. The first, "Thinking Effectively: Study of Semantics and Slanting," began with a discussion of problems and examples in semantics. Students wrote a critical review of a book on semantics and logic. Work on slanting began with analysis of current articles on a wide variety of subjects. Students then brought articles of their own choice which they analyzed orally.

The second category, "Applying for a Job: Role Acting the 'I' and 'You,'" first covered the preparation of personal data sheets and letters of application. The students then participated in a role-playing procedure where they formed companies, then participated in situations as both employers and applicants.

The third category, "Solving a Problem by Means of Verbal Communication Techniques," included a written report of a problem solved by the verbal techniques of questionnaires and interviews. The library research paper was ruled out although reading could supplement the project. Students also presented talks based on their

reports. Each talk was eight to ten minutes long and was specifically adapted to the audience and the allotted time.

Leyton, A. C. The Art of Communication: Communication in Industry. London: Pitman & Sons, 1968.

Communication is not only a basic part of life; it is essential in business. The volume of technilogical information that managers must deal with has increased rapidly and has become an international concern.

Communication on all levels and with all types of people is a major concern of business, but managers often neglect the best means of communication, not out of ignorance, but because of a lack of time. So it is important for managers to be aware of all possible situations and their needs.

Loy, William D. "A New Approach." College English, 9 (Jan. 1948), 206-12.

"Written and Spoken English," a post-war program instituted in 1944 at Michigan State College, employed equal emphasis on the four skills of reading, writing, speaking, and listening basic to the communication process involving both the sender and receiver. Likenesses of the skills were stressed to show the close relationship between oral and written activity. Unity was stressed through the presentation of each unit in the same manner--read, speak, and then write. Purposeful selection of material also aided in establishing unity.

"Written and Spoken English" covered three terms of twelve weeks

each and met five hours a week. Two recitation periods, limited to twenty-five students, one writing session, and large group lecture sessions made up the weekly schdule.

The first term included acquisition of basic communication skills and speaking and writing in general "reporting." Extemporaneous speaking was also included. The second term was devoted to the problems of investigation, including basic logic. The research paper was completed in this term with two speeches presented on material gained from this investigation. Impromptu speeches began in this term. Analysis of written and mass media communication was also included. The third term dealt basically with persuasion and what makes it effective and honest. Written and oral work were persuasive pieces. The last few weeks were devoted to imaginative writing. In this last term, effective group discussion was stressed.

Course grades were determined by a comprehensive examination which included sections on reading, writing, and fundamentals of oral and written communication. Students also wrote a theme and gave an extemporaneous speech.

Malmstrom, Jean. "The Communication Course." College Composition and Communication, 7 (Feb. 1956), 21-24.

A course organized around the practical job-getting value of good speaking, writing, reading, and listening and around the importance of communication in society is the most beneficial one to students and also provides the motivation necessary for learning. This type of course has as its subject matter the process of

communication itself with emphasis on the use of language in different situations.

Monroe, Alan H. Principles and Types of Speech. 5th ed. Chicago: Scott, Foresman, 1962.

Communication is effective only when the audience understands what the speaker is saying. Any type of speech must be adapted to the audience, and the speaker must choose the best means of presentation to reach the audience. A speaker can use a particular type of speech composition or pattern of development to elicit a certain type of audience response.

The desired audience response can be secured if the speaker follows a "motivated sequence" in presenting his ideas. This motivated sequence--"attention, need, satisfaction, visualization, and action"--follows the "normal process of human thinking" and "motivates the audience to respond to the speaker's purpose."

Needham, Arnold E. "The Need for the 'Permissive' in Basic Communications." College Composition and Communication, 1 (Oct. 1950), 12-18.

Communication courses must be flexible enough to accommodate the needs of the students involved. While some administration of the courses is necessary, the teacher must have the leeway to adjust to each new class. "Permissive" methods, meaning student-selected, student-planned, individual activities, should be used. Permissive also denotes an atmosphere in which the students and instructor accept each other at their levels of achievement. This atmosphere helps eliminate the fear that inhibits freshmen.

To help dispel these fears, students were first led into conversations by having each student introduce himself to the class. This conversation approach was repeated after each talk throughout the year, and it encouraged students to know their subjects. Prepared talks were given from notes or outlines, and the students then wrote from these same materials.

Students were permitted to plan their own work in reading, writing, and speaking for the second semester with two restrictions. The class decided on the minimum number of words in writing required for the semester and the deadlines, and they scheduled oral progress reports and the required prepared talks.

The uneasiness felt at first in the permissive atmosphere disappeared as relationships grew, and other benefits resulted. Students worked at their own rate, eliminating anxiety and the need for sectioning. Students could also combine work from other courses with their communication projects, which reinforced the idea that communication was important throughout their education.

Nelson, Oliver W. and Dominic A. LaRusso. Oral Communication in the Secondary School Classroom. Englewood Cliffs, N. J.: Prentice-Hall, 1970.

Communication is "central to the teaching-learning experience, both as a means and an end of learning," and can greatly affect the amount and quality of learning that occurs. Improving the quality of oral communication in the classroom will probably improve other areas of learning,too. Increasing the quality, not just the amount, is the key to achieving this improvement, and it is the teacher's

responsibility to work toward this goal.

Nichols, Ralph G. and James I. Brown. "A Communications Program in a Technical College." Quarterly Journal of Speech, 34 (Dec. 1948), 494-98.

In the fall of 1946 the College of Agriculture, Forestry, and Home Economics in the University of Minnesota began a communications program with the objective of developing in the students the basic language facility demanded of college graduates.

The central idea was to integrate the four basic skills to insure maximum development of each. Four single-emphasis sections of Rhetoric 1 were established for students with one particular weakness. Rhetoric 2 integrated the four skills with the student working with expository material. Rhetoric 3 stressed the techniques and materials of discussion and persuasion.

All communication classes were scheduled for the first period of the day. This made it possible for an exchange of instructors when desired and for combining sections for special presentations.

"Objectives and Organization of the Communication Course." College Composition and Communication, 1 (May 1950), 15-16.

The communication course should develop students' abilities to give and receive meanings conveyed in language. Students must realize that language is both a symbolic system and a social process and that proper usage is essential. Students must learn to choose and organize materials they wish to communicate and to recognize the purposes of what they hear and read. They must also learn to discriminate between fact and opinion in communication received through

mass media.

In speaking students should be able to participate in conversations and group discussions and to speak and read before a group. Students should develop effective listening skills so that they can take part in conversations and discussions. Critical listening is important in taking notes and in exposure to mass media communication.

Writing skills should include exposition, investigative writing, extemporaneous pieces, and letters. Reading should deal mainly with informational and argumentative materials. Students should acquire the techniques to ascertain what is being said and to recognize principles and patterns of effective explanation and sound argument.

"Objectives and Organization of the Communication Course." College Composition and Communication, 1 (May 1950), 17-18.

Communication is the sending and receiving of meanings through the interrelated skills of listening, speaking, reading, and writing and applies not only to classroom situations but to "all forms of speaking and writing in the multifold social context of life."

Writing assignments should include those forms which the student will need in both a college career and in later business and social life. Speech work should emphasize the practicality of speech. Both informal class discussions and panel discusssions are important since the student will probably have opportunities to participate in discussions throughout his life.

Students must learn to be attentive listeners and must recognize the effects of language upon them as they listen. Reading assignments

should be taken from the kinds of reading the students might be expected to do after college.

For effective communication students should develop the ability to use the proper form of communication in the necessary social context.

"Objectives of a Communication Program." College Composition and Communication, 5 (Oct. 1954), 106-107.

The communication course attempts to improve the student's ability to write, speak, read, and listen. The communication course provides greater efficiency in teaching these skills than if taught separately and comes closer to providing practice in communication in real life situations. Instructors should emphasize the utility of the course and instructors of other courses should also emphasize the use of acceptable communication.

Students should become aware of their own ability to think critically and acquire acceptable skill in communicating effectively in both college situations and in later life. To accomplish these objectives the student must first learn to collect, organize, and express information for a single purpose in oral and written communication. To develop adequate skills in reading and listening, the student must be able to detect purpose, evaluate evidence, recognize patterns of organization, and analyze and comprehend oral and written communication.

Phillips, David C. Oral Communication in Business. New York: McGraw-Hill, 1955.

All communication situations require the same basic principles, although the use of these principles may vary on different occasions. Effective communication requires mastery of these basic principles: know audience, organize, maintain interest; have the ability to prove a point; and give adequate presentation.

Effective communication also requires participation in various speaking situations, such as interviews, conferences, mass media, and sales presentations, and is developed only through constant practice of good speaking habits.

Redfield, Charles E. Communication in Management: A Guide to Administrative Communication. Chicago: University of Chicago, 1953.

The increased interest in the need for improvement in business communication began during the 1940's when the business world began to change. Business experienced rapid growth, and dealings with customers, stockholders, and employees became more complex. Within companies, the specialization and division of labor and the increase of unions furthered the need for better communication. Sociological changes also affected business communication. Business was no longer a private matter, but was subject to inspection by the public, the government, and other regulatory boards. Communication with those groups was essential.

"Setting Up a Communication Course." College Composition and Communication, 2 (Dec. 1951), 26-28.

Replacement of the traditional composition course with a

communication course including writing, reading, listening, and speaking offers economy of time and effort, more unity and better organization, and both training and practice in these skills. Students also benefit from the study of the sending of ideas and the receiving of massages. Extra-departmental cooperation is essential so that students can see the value of communication outside the English classroom.

Sectioning should be done by diagnostic tests and proficiency standards set up. Communication courses should meet five hours a week for two semesters with some hours designated as laboratory hours with required attendance but no credit. Maximum class size should be twenty because of speech activities so that students develop the same competence in speech and composition in a combined course as they would in separate courses.

Smith, Patrick D. "Relationship of Speech and English." School and Community, 52 (Apr. 1966), 20, 26-27.

Our educational system depends on teachers who provide instruction through oral communication with their students. Therefore, teachers should be free from any poor speaking habits which would hamper successful oral communication. Teachers must also be capable of increasing the understanding and appreciation of literature they read aloud.

The goal of English and speech teachers is the communication of language, and both need a sound knowledge of language in its spoken forms. Oral interpretation is important in literary study and

provides the individual with the capabilities for experience beyond his or her own observation. The inability to read effectively is often revealed by public speakers.

Teachers of speech and English should be the best informed of all faculty members on language possibilities. Required courses should include all aspects of communication, although courses may emphasize different skills.

Snipes, Wilson Currin. "Oral Composing as an Approach to Writing." College Composition and Communication, 24 (May 1973), 200-205.

The talk-retalk-write-rewrite method offers students a chance to hear and see what they express. The greatest advantage of this method is that it is student-centered throughout. The student must be recognized as a person in his own right whose language plays a large part in his life. In the oral composing method the students study themselves as users of language and their present command of language in light of their own experiences.

In The Talking Stage students record their conversations and discussions of their ideas, opinions, and experiences. In The Re-talking Stage students select, order, and re-record ideas they wish to present. In The Writing Stage students make a brief outline of what they have recorded and write a first draft or write down exactly what they have recorded. In The Re-writing Stage students refine the content and incorporate any additional supporting material needed, keeping in mind the audience they intend to reach. Students also check mechanics and development to insure clarity of expression.

Oral work is furthered through reading and recording the final composition and getting response from the class. One major disadvantage is the time needed for all the recording. This method would probably do best if spread over more than one semester.

Stabley, Rhodes R. "After Communications, You Can't Go Home Again." College Composition and Communication, 1 (Oct. 1950), 7-11.

The experimental communication program at Indiana (Pennsylvania) State Teachers College established three goals for the students: (1) greater knowledge of what makes for excellence in the various kinds of communication, (2) development of greater skills in reading, speaking, writing, observing, and demonstrating, and (3) development of greater understanding of the interrelationship of the communication skills and their role in society.

Each section was limited to twenty students, and these students and their teacher remained together for three consecutive semesters. Students received twelve hours credit.

Each unit began with reading and discussion; then came a period of speaking and writing. Various types of writing were sought and conferences stressed to discuss any writing problems. Speaking emphasized those skills needed in teaching.

One speech teacher and one English teacher were paired and their classes met in adjoining rooms. Sections sometimes met together with one teacher taking over both.

Improvement was noted in the students' writing and speaking, and teachers generally became proficient in teaching out of the specialty

of either English or speech.

Stephens, George R. Gen. "The Fourth Class English Course at the United States Military Academy." Communication in General Education, pp. 190-96.

The Academy stressed a well-rounded education and considered English instruction a vital part of this preparation. The objectives of the course were "to teach the cadets to think logically and express themselves clearly and forcefully," and was divided into a writing course and a speaking course. Sections were limited to about twelve to fifteen students. Discussion was the basic learning experience in the course. Cadets analyzed the issues involved in the reading assignments, and their solutions were presented to the class and instructor for critical evaluation. The cadets explored "the problem of living" and were expected to begin to develop their own philosophy of life.

Both oral and written work stressed unity, coherence, emphasis, analysis, and logic. Oral participation in classroom discussions was also evaluated and graded. Comprehensive examinations were given at the end of each semester and covered the principles of writing and speaking covered during the semester.

"Techniques for Obtaining Effective Class Discussions in Teaching Composition." College Composition and Communication, 8 (Oct. 1957), 183-84.

Class discussion is valuable not only in handling ideas and matters of form and style, but also as mental discipline for students. A variety of methods exist from simple polling of class members to

panel discussions.

Discussions to stimulate thinking can stem from questions on readings or current issues and are best left unresolved and made the subject of compositions. Discussions for clarification of ideas easily stem from comparison of student themes to one another and to professional articles. Revision of themes can be discussed through going over a student theme as a class. An opaque projector is helpful for this technique. Tape recordings of class and panel discussions are also valuable for stimulating discussions.

"The ABC's of the Combination of Written and Oral Communication." College Composition and Communication, 4 (Oct. 1953), 93-94.

The combination of speaking and writing can be advantageous in the folowing areas: techniques of transition, diction, organization of ideas, content, general communicativeness, and selecting a purpose or central idea.

Useful assignments are written and spoken evaluations of articles and speeches of argumentation and persuasion along with original persuasive writing and speaking. Closely related are written and oral reports, both objective and slanted. Written and spoken descriptions of processes and descriptions are also useful as are group discussions on almost any subject. The research project should include oral reports.

"The Philosophy of the Communication Course." College Composition and Communication, 9 (Oct. 1958), 188-89.

Instruction in communication should be based on the reciprocal

relationships of the writer and reader(s) and the speaker and listener(s). Differences between writing, speaking, reading, and listening exist, but the common elements are sufficient to make integration of these skills economical and meaningful, especially since these skills are integrated in the functioning of communication in society.

Weiss, Harold and J. B. McGrath, Jr. Technically Speaking: Oral Communication for Engineers. New York: McGraw-Hill, 1963.

Communication breakdowns in business and industry occur most often between the different levels of workers. Professionally trained people in management usually do not have the skills in oral communication to transmit their knowledge to those working under them who do not have the same technical knowledge.

To communicate effectively, a speaker must know his subject, have a purpose, prepare ahead of time, and know the audience. As a member of a business organization, a person must be able to communicate in conversations, interviews, and conferences. He must be able to sell his ideas and his company's products. If necessary, he must conduct meetings and make formal presentations.

Wiksell, Wesley. "The Communications Program at Stephens College." College English, 9 (Dec. 1947), 143-48.

In the freshman course at Stephens College students were expected to develop the ability to assimilate ideas through reading and listening and to write and speak clearly and correctly.

The abilities of the students were determined through tests and performance activities early in the year; then emphasis was placed on

weak areas. Students with severe problems received individual help in clinics.

Activities in writing, speaking, listening, and reading stressed dealing with ideas, and assignments in writing and speaking were aimed at enabling the student to participate effectively in the various oral communication situations found in everyday living. The approach was to make the course one of practical experience rather than simply an accumulation of knowledge about communication.

Once mastery of basic skills was reached the student could discontinue further class work or could elect special projects as "honors" studies.

Wilcox, Roger P. Oral Reporting in Business and Industry. Englewood Cliffs, N. J.: Prentice-Hall, 1967.

The expansion of business and industry has increased the need for effective communication, especially oral information. Participation by members of business and industry with other professionals in conferences on many levels has also increased the need for oral communication. At these conferences, new discoveries and developments must be explained and new products sold. An oral presentation is far more effective than a written report, especially when discussion follows.

Summary

The basic components of any communication course are the four communication skills: writing, speaking, reading, and listening. The

course should be organized with attention to the students' immediate needs for communication in their college careers and the communication needs in life situations after graduation.

Although differences exist between writing, speaking, reading, and listening, the common elements of the skills make integration into one course more economical and meaningful than if each were taught in a separate course. A course in which speaking and writing are combined provides unity in organization and easier attainment of the objective of preparing students to communicate in society. Both speaking and writing are based on the use of language, and the efficiency students develop in either of the skills will enhance their ability in the other one. A course in speaking and writing provides both training and practice in communication.

Objectives

Communication can be defined as the sending and receiving of messages through language. This transfer of thought exists both in college classrooms and throughout the student's life. In order for the students to develop the ability to communicate both orally and in writing, they must first realize that language is the basis for both modes of expression. The student should be aware that language is not only a symbolic system, but also a social process. As a social process, language is a form of behavior and a manifestation of personality. To function competently in society the student must develop proficiency in communicating in social situations. As ability

develops, students learn to make critical judgments about what they hear and read, to distinguish between fact and opinion or inference in their own and others' communication, and to recognize different forms and means of communication in relation to the social context in which they occur. As proficiency in communication develops, the students' self-confidence increases, and they will be more likely to take an active place in society.

Content

The teaching of writing and speaking skills should include a study of language that covers such areas as denotative and connotative meanings, levels of abstractions, and the importance of context, word choice, and levels of usage. Emphasis on appropriateness rather than arbitrary correctness should lead to an understanding of what constitutes standard English. Dictionary study is important in studying usage, as is an inductive approach where students are asked what they observe about the language used in various situations, oral and written. Students should be aware of the purposes of communication and be able to write or speak for a specific purpose. To do this, the students must be able to collect, analyze, classify, and organize information. They should learn and use the principal patterns of organization and the rhetorical principles of speaker, message, and audience. Since freshman students can deal best with the concrete, early writing and speaking should be based on personal experiences and observations. As the ability to write and speak in these areas

increases, students can then acquire the skills of argumentation, including elementary logic, and techniques of persuasion and propaganda.

Students should participate in panel and group discussions, present extemporaneous speeches, and read orally. They should also be involved in informal conversational talks such as they encounter in everyday situations. Writing activities should begin with exposition, and organized extemporaneous writing and business communication should be included. Students should analyze and evaluate persuasive materials and should write papers which are slanted and objective. Writing and speaking activities should culminate in investigative reports and the research paper, with oral reports being presented on the students' research.

Reading and listening activities should be designed to help students develop critical judgment and habits of evaluation and discrimination, especially in dealing with mass media communications. Reading assignments can be taken from the types of reading students will be expected to do after graduation. Thorough reading can increase a student's vocabulary. Activities should include analysis of both written and oral expression for purpose and for pattern of organization. Reading assignments should help students increase reading speed and improve comprehension. Students should realize that listening is the key to participation in discussions and conversations and that effective listening requires undivided attention. One activity to test listening skills is to have a student or members

of the class follow directions given orally by a student.

Motivation

Motivation is a problem in any required course. However, motivation becomes less of a problem once students realize that effective oral and written communication can be valuable to them throughout their lives. The teacher can stimulate interest and enthusiasm by selecting current materials of general interest and materials from the major fields of the students. Emphasis on the utility of the course and on the value of effective communication in finding employment can keep the students interested and motivated.

Teacher Training

Teachers of communication must be adequately trained, either in graduate schools or through in-service training programs. A teacher of communication must be experienced and have a solid background in composition, speech, and language arts. Teachers who have been teaching a traditional composition course must be able to reorient their thinking to allow for change, and to do this must be flexible and willing to experiment. The teacher must be able to establish a good rapport with the students since both the teacher and the students may take part in the planning and running of the course. The teacher must also be able to get along well with other faculty members because coordination and cooperation among the many sections is essential. Teachers of speaking and writing must demonstrate what they teach, and

and their own speech must be free from any poor speaking habits.

Planning

For any program which combines the teaching of speech and writing to function properly, some direction or general supervision is necessary. This supervision may take place through a committee or through one person acting as a director or chairman. While the supervisory body may set up overall goals and basic content requirements for the course, the individual teacher must have a voice in determining objectives, goals, and subject matter, especially those for his or her own classes.

Sectioning

Class sections should be limited to a maximum of twenty students to allow time for speech activities. Placement of students in sections may be done on the basis of student need in a particular area, which can be determined through diagnostic tests, through surveys of other teachers on campus, and through questionnaires to alumni and employers of recent graduates. Clinics or laboratories may be set up in each communication skill to which student can go for additional help. Attendance may or may not be required. Hours spent in class and credit given for the course may vary, but in order to cover all facets of communication, the course should meet more than the usual three hours a week.

In general, the communication course should be one that will

prepare the students to face the remainder of their college careers and to get and keep a good job after graduation. This preparation is possible only if students are convinced that effective communication through the skills of writing, speaking, reading, and listening can and will help them in any endeavor. The teacher plays an important role in this preparation by teaching the course in such a manner that the students will be motivated and by using methods and materials that will benefit the students the most.

CHAPTER III

CLASSROOM APPLICATION

English programs throughout the United States underwent a change in goals, objectives, methods, and content after World War II. Much of this change resulted from the demands of the armed forces during the war for faster and more practical instruction in language arts than was provided by existing courses. The armed forces felt that language should be studied as an "instrument for communicating ideas in a social system" and as a "desperately needed tool for mediation . . .at every level of our lives: among individuals, groups, and nations."[1] Men and women returning after service in the armed forces, veterans who were themselves college graduates, had found themselves inadequately prepared for what the Army and Navy expected of them, and after returning home, spoke out about this inadequacy.[2]

The objectives and goals of many of the communication courses which sprang up in the late 1940's and early 1950's were based on the idea that students should be educated in such a manner as to become "effective and alert members of a democratic society."[3] Educators believed that in order for students to become more productive citizens they needed to develop the ability to speak, listen, and read, as well as write. However, improved ability in these individual areas would not necessarily lead to better citizenship. More important than just the student's acquiring these skills was his development of judgment. The development of critical thinking and discrimination in reading

and listening was stressed as a major step toward students' becoming better citizens. Educators felt that for students to develop this critical judgment they must first be aware that all communication exists for a purpose. In order for students to become aware of the purposes of communication, they themselves must first be able to communicate with a purpose in both speaking and writing. To develop discrimination in reading and listening, attention was given to mass media communication of all forms with the idea that during those "perilous times students must be taught how to avoid being duped by persuasive speakers."[4]

Many problems faced educators in establishing the early courses. Not all colleges and universities believed a need for such courses existed. Those schools which did want to implement communication programs discovered that qualified teachers were difficult to acquire. Those persons responsible for setting up the courses had to decide what exactly was the goal of the course and set out objectives accordingly. The needs of the students and means of providing the best learning situations for students were major considerations. Decisions concerning content of the courses had to made--how much and what type of material should be included and what methods of teaching would be best to reach the desired objectives. These aspects contributed to the variety which existed in the different communication programs.

Staffing

The first major problem faced by educators in establishing communication programs was finding the needed teachers. Although many teachers believed in the need for communication courses, many others felt that the traditional composition course was sufficient and should not be changed. Teachers often resist change, and when the idea of the communication course first appeared, those teachers well established in composition courses and in their own teaching habits were reluctant to try a new style of teaching.

This unwillingness to experiment with new methods brought about two problems, one resulting from the other. The first problem is obvious--that of finding teachers who were willing to teach writing, speaking, reading, and listening skills. Teaching of freshman English is usually considered only a stepping stone to the teaching of literature courses in a specialized area, and new, inexperienced teachers are given most of the freshman English classes. This situation gave rise to the next problem--that of finding adequately trained teachers who could teach all four skills.

With the implementation of communication courses, many colleges did attempt to remedy the problem of inadequately trained teachers. Various in-service training programs were established, and methods to compensate for teachers' lack of training were employed.

When the program at the University of Minnesota[5] began, less than half of their faculty were properly trained. So, at first, speech teachers taught speech and listening sections and English teachers

taught writing and reading sections. The in-service training program consisted of weekly staff meetings in which teachers discussed methods and what they had learned. Persons with special training in various aspects of communication were brought in to discuss problems with the teachers. As teachers at the University of Minnesota gained more knowledge outside their specialty, some rotation in teaching assignments was begun.

At Stephens College,[6] teachers, although already skilled in teaching communication, were subsidized for further training through workshops, summer school, or individual research.

At Indiana (Pennsylvania) State Teachers College,[7] their experimental program in communications paired one speech teacher and one English teacher with their sections meeting together for some sessions. In these joint meetings, one teacher often took over both sections and the other teacher observed. The two teachers met in conferences before and after the joint meetings for discussions of methods and procedures. Also, each teacher at various times individually graded the assignments of both sections, after which they compared both sets of grades and discussed any serious discrepancies.

Sectioning

Freshman courses in communication that were well thought out and planned gave careful attention to the needs of the students. Sectioning on the basis of ability and need was carried out after the administration of diagnostic tests, and in some cases, performance tests.

Diagnostic tests usually included those designed to measure reading speed and comprehension and listening comprehension.

Students in the communication program at the University of Minnesota[8] were first sectioned according to the results of a listening test, a reading test, an impromptu theme, and a voice recording. Also on file were high school ratings and general college entrance and aptitude scores. Once the sections had met, the teachers held a conference with each student to gain additional information on the student. Testing was again done at the end of the course to determine the needs of the students for the following semester.

At the University of Denver[9] pretest results were kept on file in the writing clinic. One duty of the clinicians in the writing, speaking, reading, and guidance clinics was to discover any particular needs of the students and give help accordingly.

The testing program at Stephens College[10] included both ability tests and performance activities. The ability tests covered vocabulary, survey reading, comprehension, and library skills. Performance activities in speaking included participation in a conversation, group discussion, and listening situations, presentation of a report and a personal experience talk, and reading aloud. Writing activities included a critical review and a social letter. Clinics to which students were recommended by teachers also aided in diagnosis of any special problems of students and ways to deal with the problems.

Both remedial and honors courses were offered in some communication programs. At St. Cloud State College[11] students who received a

grade lower than "C" in any of the communication courses had to repeat that course before going on to the next one in the sequence. Those students who had special deficiencies but who did not deserve a grade lower than "C" in the first course were placed in a remedial course. If a grade of "C" was made, the student then went on to the second course. If the student failed the remedial course, he repeated the first course. Students with serious problems were recommended for participation in tutoring sessions. These sessions were taught by graduate students or qualified seniors and were limited to six students each.

For those students, who after completing the first course showed ability to do well in an advanced program, two enrichment courses were offered that paralleled the regular courses in the sequence. Students entered these courses on the recommendation of their teachers.

At Stephens College,[12] a student, after demonstrating proficiency in the basic communication skills, could either discontinue further class work or elect special projects in the area of communication as "honors" studies. Some areas for study offered included various reading projects, creative writing, listening, book reviewing, speech for leaders, and mass media communications.

In some communication programs, clinics were established and students who needed extra help were referred to these clinics by their instructors. At the University of Denver[13] four clinics were established--a reading clinic, a writing clinic. a speaking clinic, and a guidance clinic--and headed by professors. The clinics were staffed

by graduate students in speech or English working toward a Master's degree. The duties of the clinicians included serving as tutors, collecting and assembling biographical information on the students, and giving special help to the students with the greatest need. The main idea behind the clinics was to eliminate the students' weak areas so they would not continue to fail because of some difficulty that with a little help might be corrected. Also taken into consideration was the fact that students who do poorly in freshman English are not necessarily poor students in general, but are often good students in other areas.

At Stephens College[14] students received individual help when a serious problem arose. In the writing clinic, the speaking clinic, and the reading-study clinic, the causes of problems were determined, a program of remedial work set up, guidance offered in completing the program, and application to regular and extra class work made. In cases where the problems were not severe, students met in groups sometimes formed within classes or drawn from different classes. The amount of time spent in a clinic varied with the seriousness of the problem to be corrected, but once referred to a clinic, a student was expected to follow the prescribed program of training, and attendance counted as part of the requirement for the course.

Content

All the communication courses had as their basis the integration of the four skills of writing, speaking, reading, and listening. The

manner in which the skills were combined and taught varied. For the most part, the four skills were taught not only as ends in themselves, but as means of enabling students to become more functional members of society. Language and its uses were stressed as vital parts of the communication process, and the integration of the four skills in everyday communication situations was emphasized to show the students that communication did not end when they left the English classroom.

Colleges felt that it was necessary to "develop the basic language facility demanded of a college-trained person in the modern world."[15] In addition to the content covered in the traditional composition courses, the communication courses stressed the practical use of communication, the purposes of communication, effective group discussions, and mass media communication.

In the communication course at Michigan State College,[16] writing and speaking assignments were closely coordinated to show the relationship between oral and written communication. To promote unity in the course, a pattern of presentation was set up with students first reading, then speaking, then writing. This order was maintained throughout the course. Reading material for the first term was chosen to illustrate the various expository patterns. Students read and discussed examples of a particular expository pattern, carefully noting its characteristics. The students then gave short talks using the pattern of exposition being studied. The final step in the procedure was for students to write a paper using the same pattern. Listening skill came with the students' participation in class discussions and

speaker-audience discussions.

During the first term, students presented four or five speeches and wrote seven or eight themes. In preparation for both the speeches and the themes, emphasis was placed on the differences between factual material and opinion, belief, or feeling. Attention was also given to concreteness and specific detail, with an effort to get students to avoid using abstractions and generalizations. The mechanics of composition were covered as needed by the students, and methods of organization and development were taken up as the assignments warranted. The basic fundamentals of good speaking were covered through the text assignments, discussions, and criticism of the speeches.

The third term of work dealt with the art of persuasion and recognition of nonfactual material. Honesty in persuasion was covered through a study of language, evaluation of information, and the responsibilities of free speech. Both speeches and themes were of a persuasive nature. Group discussions and effective participation in such discussions were also major projects in this term. One interesting note is that business letters were considered persuasive and covered during this term.

The communication program at Stephens College[17] was aimed at the students' learning to deal with ideas, and the writing and speaking assignments stressed this objective. To make speaking easier and a more rewarding experience, assignments were designed to give the student something interesting and significant to talk about. For writing assignments students were allowed to write on subjects

interesting to them.

Skill in using the library and research materials was stressed, and students wrote at least one research paper. Preliminary to actually doing the research paper, students were thoroughly oriented in the library and completed a test in which the students used materials in the library to answer questions on the test.

Reading with a purpose was stressed as well as understanding the author's purpose in the material read. Vocabulary and word meanings, both denotative and connotative, were studied. Attention was also given to organization in reading material through outlining, note-taking, and summarizing.

The communications course at Indiana (Pennsylvania) State Teachers College[18] was conducted with a pattern, first reading and discussion, then speaking and writing. Reading comprehension was checked by openbook tests on interpretation and meaning of all or parts of the reading assignments. The speaking and writing assignments grew out of the reading. Speaking skills were directed toward developing "confidence and power to speak intelligently and effectively in various classroom situations."[19]

The first term of the freshman communication course at the University of Minnesota[20] was organized into four sections, each of which emphasized one of the four communication skills. The writing emphasis sections followed the traditional composition course. The speaking sections employed material of real interest to the students in an attempt to help them overcome the stagefright of speaking before

groups. In presenting material to the class that was of concern to the speaker, students seemed to overcome shyness and awkwardness in dealing with other people. The reading and listening sections provided specific help for individual problems in these areas, but both written and oral assignments were included to give practice in the other skills.

Once the students had successfully completed the first term course to which they had been assigned, they proceeded to one or both of two balanced sections. The second course covered exposition with activities in all four skills and the use of the library. The third course emphasized discussion and persuasion and the ability to speak and write while effectively using controversial material. Organized discussions were a regular classroom activity. As an outside activity, students wrote a weekly report on a program they had listened to which dealt with current issues.

In the communication program at the University of Denver,[21] the speaking and writing assignments emphasized that communication exists for a purpose. Oral assignments were designed for a specific audience and purpose if delivered under a time limit. Panel and group discussions were emphasized more than formal speeches. Writing assignments were also aimed at a specific audience and purpose, and the ability to write a paper of a specified length was also stressed as a responsibility of the writer.

Writing and speaking assignments during the first semester were based on the belief that "preceding good communication must come good

observing--fact first, then words."[22] Emphasis was placed on the difference between fact and nonfact, and activities included observing, summarizing, and reporting both.

The second quarter of work dealt with the techniques of research and the reporting of fact, and the third quarter was devoted to creative writing and ways to maintain interest and emphasis.

The three regular communication courses at St. Cloud State College[23] offered an integrated study of the four skills with attention to communication for a purpose. In the first course students studied both expository and persuasive writing and speaking with topics for short speeches and compositions growing out of their reading and personal experiences. Emphasis in oral and written assignments was placed on the student having a worthwhile idea and on the audience to the communication was addressed. Adaptation of the subject matter to the needs of the audience and to the student's own purpose was also stressed to develop the concept of communication with a purpose.

Students, in their reading and listening, were to note main thoughts and ideas. In these areas, they were also introduced to reasoning, differences in factual and nonfactual material, and relationships between ideas with the objective of improving their own speaking and writing and in developing better understanding of what they read and heard.

The second course in the sequence continued the development of the four skills, but also introduced the process and techniques of

research writing and problem-solving discussion. Emphasis, aside from the writing of a minimum of two research papers, was placed on student-led class and panel discussions and on individual speeches. Each student participated in six class discussions and two formal panel discussions and gave two formal speeches. The topics for the discussions came from the students' readings and ideas evolving from discussions. The first formal speech was usually persuasive and the second was based on the student's final research paper.

The third course, offered on the sophomore level, continued the emphasis on purposeful communication by introducing students to the mass media communication forms of newspapers, magazines, television, and movies. Through analysis and evaluation of the media, development of an understanding of the various media, and application of critical judgment, the students were expected to develop their own standards concerning the media. Oral assignments included participation on a panel concerned with various types of magazines, informal panel reports on the different sections of newspapers, and research panels involving the techniques of problem solving and discussion. Writing assignments stemmed from these oral presentations. Each student wrote an 800-1000 word theme on the editorial formula of a magazine and an 800 word comparison-contrast theme of two newspapers. For the research panels each student prepared note cards and bibliography cards from at least twenty sources. Students also reviewed a movie and analyzed a magazine advertisement which was slanted or "loaded."

The communications course at Chico State College[24] coordinated

speaking and writing skills by having students first present speeches then write from the same notes or outlines used in the oral presentations. Allegheny College[25] followed much the same procedure. During the year the students prepared speeches incorporating some principle of good speaking after studying that principle. The class and the instructor evaluated the speech presentations after they were delivered. Instead of actually writing themes, students wrote out one-half to two-thirds of their speeches to be graded as writing assignments.

Scheduling

Courses in the communication programs were usually scheduled in the same way as other courses, meeting three hours a week for three credits. In some cases, though, more time was allotted to allow for better coverage of the expanded amount of material.

Each communication course at St. Cloud State College[26] met four times a week and the remedial course met twice a week, with students receiving four and two hours credit, respectively.

At Michigan State College[27] the communication course met five hours a week. Two recitation periods, one hour each, were scheduled early in each week. These were followed by a two hour writing session. One hour lecture sessions met each day throughout the week with approximately three hundred students attending each session. Each lecture in a given week covered the same material.

English departments try to serve students in the best possible

way. New programs and innovative methods are tried by whole departments and by individual teachers willing to experiment. The communication programs begun after World War II were developed in an effort to meet the needs of students. Educators felt that students needed better preparation for the world they faced, especially in the area of human relations. These educators felt that better communication--communication in the sense of understanding--could lead to students' being better able to cope with the international world which had evolved. To accomplish the goal of equipping students with the ability to communicate and understand their society, English departments developed communication courses. These communication courses emphasized not only the skills of speaking and writing, but also the wider application of these skills toward the students' development of their own standards of judgment and critical thinking--two areas in need of improvement then, and now.

FOOTNOTES

[1]Jean Malmstrom, "The Communication Course," College Composition and Communication, 7 (Feb. 1956), 21.

[2]William D. Loy, "A New Approach," College English, 9 (Jan. 1948), 206.

[3]"Objectives and Organization of the Communication Course," College Composition and Communication, 1 (May 1950), 15.

[4]Levette J. Davidson and Frederick Sorenson, "The Basic Communication Course," College English, 8 (Nov. 1946), 83.

[5]Ralph G. Nichols and James I. Brown, "A Communications Program in a Technical College," Quarterly Journal of Speech, 34 (Dec. 1948), 497.

[6]Wesley Wiksell, "The Communications Program at Stephens College," College English, 9 (Dec. 1947), 148.

[7]Rhodes R. Stabley, "After Communications, You Can't Go Home Again," College Composition and Communication, 1 (Oct. 1950), 10-11.

[8]Nichols and Brown, p. 497.

[9]Davidson and Sorenson, p. 84.

[10]Wiksell, p. 144.

[11]T. A. Barnhart, Charles Baleer, and William Donnelly, "The Communication Program at St. Cloud State College," Communication in General Education, pp. 171, 173.

[12]Wiksell, p. 147.

[13]Davidson and Sorenson, pp. 84-85.

[14]Wiksell, p. 145.

[15]Nichols and Brown, p. 494.

[16]Loy, pp. 209-11.

[17]Wiksell, pp. 145-46.

[18]Stabley, pp. 8-9.

[19]Stabley, p. 9.

[20]Nichols and Brown, pp. 495-96.

[21]Davidson and Sorenson, pp. 85-86.

[22]Davidson and Sorenson, p. 85.

[23]Barnhart, Baleer, and Donnelly, pp. 171-72, 173-74, 175-76.

[24]Arnold E. Needham, "The Need for the 'Permissive' in Basic Communications," College Composition and Communication, 1 (Oct. 1950), 14.

[25]Hurst Robins Anderson, "An Experiment in Oral and Written English," School and Society, 38 (Dec. 16, 1933), 809.

[26]Barnhart, Baleer, and Donnelly, p. 171.

[27]Loy, p. 211.

CHAPTER IV

ORAL COMMUNICATION AT TEXAS A & M

Before attempting to make any changes in a course, consideration must be given to existing conditions which might present problems in fulfilling the new objective. In this case, the objective is to introduce oral communication activities into the freshman English course at Texas A & M, and problems do exist for which solutions must be found.

The foremost problem is the large number of students which are placed into each section of freshman English. Although limiting the class size to thirty students per section helped when the course covered only writing, further reduction is necessary if speaking activities are to be included and covered adequately. However, solutions to the problem of large classes are not readily attained. If class size were limited to twenty or less, several new problems would arise. More sections would have to be created, and the increasing enrollment is already causing this same problem. An increased number of sections would lead to the problem of finding enough teachers to handle these new sections.

Teachers would need some type of preparation so that they could effectively incorporate oral activities into the freshman course. Some teachers may themselves feel uncomfortable in oral communication situations. This feeling could adversely affect their use of oral activities in their classes. Teachers of freshman English now attend

a workshop at the beginning of each semester. To introduce the possibilities of oral communication activities to the teachers, some sessions of this workshop could be devoted to this subject. Teachers who have used oral activities in their classes could share their experiences and discuss the various activities that have been successful for them. Topics might include methods for starting, continuing, and guiding class discussion, ways to help students feel at ease in speaking situations, selection of activities to fit subject matter, and means of conducting oral activities within the existing classroom facilities.

The existing classroom facilities also present a problem, although this is the one problem that is probably most easily worked around. Most freshman English classes meet in rooms in which all the desks are bolted to the floor. This fixed position of the desks gives rigidity and an extremely formal atmosphere to the classroom. The teacher stands at the front of the room, the students, in a sense, are locked into their positions, and the atmosphere becomes authoritarian. It is difficult enough to get students to realize that they have valid opinions and worthwhile ideas and to express them without having an authority figure placed physically above them. The fixed desks also cause problems when the class breaks up into small groups for discussion. A few students may sit comfortably and be able to take notes on what the group discusses, while other members must sit on top of desks or in some other awkward position.

Another problem which would need consideration concerns the

students themselves. First, students would have to be convinced that effective oral communication is necessary both in college and after graduation and that poor speaking habits can affect their progress in almost any endeavor. Second, teachers must realize that the incoming freshman students are not the sophisticated college students they try to appear--they are uncertain and, more often than not, terrified by the unknown world they have entered. Very few freshmen have had a speech course or any experience in speaking before a group of people. Some students may have been members of a high school debate team or other organized speech group. However, the latter group of students is no more experienced in the type of oral communication which will most benefit them. Most freshmen will not be able to participate effectively in group discussions. There will be those students who dominate a group and those students who are perfectly willing to let them do so. The reasons for non-participation in discussion or general class activity stem from students' uncertainty about their situations and from lack of self-confidence in themselves and their ideas. Many are afraid that other students will laugh at them if they speak out. As the year progresses, most freshmen begin to overcome these difficulties, but the teacher must be aware of the feelings of these new students as they begin their first year of college and be willing to help them develop the self-confidence they need. A great deal of this self-confidence can be developed through learning to speak before a group and participate effectively in group discussions.

Until solutions to these problems can be found, incorporating oral communication activities into the freshman English program at Texas A & M as a standard part of the curriculum will not be an easy task. At this time, though, teachers who want to try oral activities in their classes will have to work out solutions of their own to suit their individual classes.

On the following pages, interested teachers will find oral communication activities which could be incorporated into the work already being done in freshman English at Texas A & M. These activities cover such areas as language and its usage, organization, development, expository patterns, distinguishing between fact, judgment, and opinion, propaganda techniques, use of specific detail and supporting material, awareness of audience, and purpose.

The first group of activities are those which students complete as individual assignments. The second group are activities done by individual students after which the entire class participates in some manner. The third group of activities may be done by either individual students or the class as a group. The last group are activities to be done by the whole class together.

Each activity is marked with a symbol which indicates the source. Those activities taken from The Harper Handbook of Communication Skills[1] are marked with a plus (+). Activities from Principles and Types of Speech[2] are marked with a small circle (°). Those activities found in Practical Methods of Speech[3] are marked with an asterisk (*).

Individual Activities

Activity 1*

As a term project students keep a journal, entering into it their reactions to oral communication experiences in and out of class. The journal should include comments on their involvement in the class, group experiences, contributions to the class, problems with identity, strengths, weaknesses, fears, and any other areas involving relationships with others. Later, the teacher collects the journals along with each student's analysis or interpretation of his or her entries.

Activity 2+

As a continuing assignment during the semester, the instructor introduces a topic of general interest or one related to the reading material and instructs a student to collect his or her thoughts on the subject for ten-fifteen minutes. The student then speaks to the class on the assigned subject. (At the beginning of each unit, three or four students could be given topics related to the assigned readings.)

Activity 3*

Once students begin to feel more at ease with each other, they prepare speeches of introduction for other students giving assigned speeches.

Activity 4*

Students interview someone different from themselves: an older person, someone from a foreign country, someone from a different

ethnic background, a "higher authority" in college, government, or business, a person with an obviously different life-style, or a person whose uniform sets him off. Students should ask questions about the values and goals which the person being interviewed considers worthwhile and should be prepared to report findings. The objective here is to determine relationships between identification and communication.

Activity 5+

Students give a three-five minute talk on subject of personal interest presenting a definite idea the student wants to share with the class. The idea should be developed in three different ways or by using three different methods of clarification.

Activity 6+

Students give a five minute talk explaining a process or giving directions. They may use visual aids if desired.

Activity 7+

Students compare a printed speech and an editorial or magazine article on the same subject, noting similarities and differences in spoken and written discourse. Students should pay special attention to the author's awareness of audience, method of approach, style, vocabulary, tone, means of creating interest, and patterns of development.

Activity 8*

Students explain a concept or principle from their major field in a short speech.

Activity 9*

Students define a term from their major field which everyone may not be familiar with in a one minute talk.

Activity 10*

After studying a speech from Vital Speeches, Representative American Speeches, or other source, students write a critical analysis of the use of examples, stressing the techniques that seem especially commendable.

Activity 11+

While listening to a class lecture or talk on campus, students list words which they do not know the meaning of. They then look up the meanings of these words and determine if other words could have been substituted and if these other words would have changed the idea.

Activity 12+

Students present an oral report on the findings of the research project, being careful to stick to the facts, and defend their findings by presenting various kinds of evidence.

Individual-Group Activities

Activity 1+

Each student carefully observes a person, place, or event connected with his life at college and reports to the class the results of his observation, describing exactly and precisely what he has observed and leaving out no essential details. The student keeps his own feelings, attitudes, and opinions out of the report.

Activity 2+

After the students present their reports on the observations, the class evaluates the reports by answering the following questions:

1. Are the facts presented consistent with what is known to be true?
2. Are the facts consistent with each other?
3. Are the facts verifiable?
4. Are the facts precise enough to be useful for the speaker's purpose?
5. Is there any evidence of personal opinion, judgment, or evaluation of the facts presented?
6. Did the observer get a balanced perspective about the facts?

Activity 3*

After reading the printed text of a speech, students describe briefly the occasion and audience, then analyze the supporting material by answering the following questions:

1. Is the evidence relevant?
2. Is the quantity sufficient?
3. Is it clear and understandable?
4. Would it have appealed to the interests and motives of the audience?
5. Does it seem fitting for the occasion?

Activity 4*

Students find three different examples--an analogy, a hypothetical example, and one of contrast--to support a general statement such as this: "This generation of college students is far different from its parents' generation."

Activity 5*

Students analyze the organization in Lincoln's Gettysburg Address, then compare their findings in small group discussion.

Activity 6*

Each student keeps a record of euphemisms heard in one day, the reports to the class. Group discussion follows.

Activity 7*

Each student listens for and keeps a record of terms representative of a group's efforts to identify itself or set itself apart. Class discussion follows.

Activity 8*

Each student lists connotations that immediately come to mind for terms such as these: happiness, peace, tension, downtown, and spirit. They then compare their lists with those of the other class members and discuss the results.

Activity 9*

The teacher reads to the class an article containing controversial ideas. After the reading, the students interpret the meaning by listing the main ideas. Next, they evaluate each idea by telling why they agree or disagree with it. Then each student determines if there is a difference between his interpretation and his evaluation and if his judgments are closely related to the meaning. (This technique can also be applied to a broadcast of a controversial news analyst which has been taped and brought to class.)

Activity 10°

Each student reads three assigned speeches from a recent issue of Vital Speeches, then independently writes an opinion on the subject and specific purpose of each speech. The class then compares judgments to see if agreement can be reached and decides if the titles given the speeches in print seem appropriate.

Activity 11*

Each student notes the contents of three television or radio commercials, lists human motives to which the messages appeal, and

decides with what type of audience each commercial would be effective. Class discussion follows.

Individual or Group Activities

Activity 1°

Students list three or four subjects of little interest to their classmates. They then decide how they could keep attention and interest if giving a speech on those subjects.

Activity 2°

Students analyze the beginnings and endings of speeches in the latest issue of Vital Speeches or volume of Representative American Speeches. They are to determine what methods are used most often, and in each case which method is used and how successful it is.

Activity 3°

Students analyze the beginning and ending of one of the following: a classroom lecture, an address at a student meeting, a talk at a young people's group, or a talk made by a speaker at a meeting of a fraternity, sorority, or dormitory council. Students are to discover any common faults in the beginnings and endings and decide if these faults are typical.

Activity 4*

Students read a speech from Vital Speeches or Representative American Speeches and cite ten specific examples of vivid or clear thought.

Activity 5*

Students list ten samples of language usage which would help establish common ground for communicating with a special interest group such as the Daughters of the American Revolution, college students, the Teamsters Union, or a particular political party.

Activity 6*

After reading a speech from Vital Speeches or Representative American Speeches, students cite specific uses of language that may have helped the speaker identify with his audience and explain why.

Activity 7*

The teacher presents a topic to students and instructs them to assume that they are going to give a speech to the high school they attended. They are to decide on what their principle arguments would be and how their personal appeal could be enhanced. The students then decide if their arguments would be the same or the treatment of them varied if the speech were to be delivered to a group of retired persons.

Activity 8+

Students find four or five news stories which go beyond just reporting of facts by editorializing the news or offering opinion, judgment, or predictions. They also find examples of loaded or emotionally toned words in the articles.

Activity 9*

Students analyze a speech from Vital Speeches or Representative American Speeches for enthymemes and inductive reasoning.

Group Activities

Activity 1*

As an introductory interviewing technique, a student signs in on the board and the instructor asks him a few questions on such things as his background or his decision to attend this particular college. The process is then repeated with the first student interviewing a second student and so on. If this process is kept moving, the entire class can usually be covered in one period.

Activity 2*

Each student brings to class as many points as possible on one particular topic. All are written on the board and as a group the class formulates a thesis statement and groups the ideas into a sentence outline.

Activity 3*

Students listen to a speaker on or off campus. (Such a speech could be taped and brought to class.) Students then analyze the speaker's logical, psychological, and personal appeal, his specific means of holding attention and building interest, and any other particularly effective techniques.

The fundamental group activity in freshman English is discussion. At present, many English instructors already use group and panel discussions as part of their regular classroom activity. By supplementing discussion with other oral activities, instructors can provide students with a more rounded experience in learning to communicate orally.

As aids to making participation in oral communication activities a better learning experience for all students who are involved in them, the following two evaluation forms are included.

EVALUATION OF EXTEMPORANEOUS SPEECH[4]

Speaker:. . . . . .Listener:. . . . . .

Subject:. . . . . .

Purpose:. . . . . .

Thesis or Central Idea: . . . . . .

I. The Speaker	Poor Fair Good
A. Personal appeal	1 2 3 4 5 6 7 8 9 0
B. Poise	1 2 3 4 5 6 7 8 9 0
C. Audience contact	1 2 3 4 5 6 7 8 9 0
D. Physical activity	1 2 3 4 5 6 7 8 9 0
E. Fluency and spontaneity	1 2 3 4 5 6 7 8 9 0
F. Attitude	1 2 3 4 5 6 7 8 9 0
G. Vocal control	1 2 3 4 5 6 7 8 9 0
H. Manipulation of aids	1 2 3 4 5 6 7 8 9 0
Suggestions:	
II. The Audience	Hostile Indifferent Friendly
A. Attitude toward subject	1 2 3 4 5 6 7 8 9 0

B. Attitude toward speaker	1 2 3 4 5 6 7 8 9 0
C. Attention and interest	1 2 3 4 5 6 7 8 9 0
D. Acceptance of idea	1 2 3 4 5 6 7 8 9 0

Suggestions: . . . . . .

III. The Topic	Poor Fair Good
A. Suitability to speaker	1 2 3 4 5 6 7 8 9 0
B. Suitability to audience	1 2 3 4 5 6 7 8 9 0
C. Clarity of purpose	1 2 3 4 5 6 7 8 9 0
D. Focus on idea	1 2 3 4 5 6 7 8 9 0
E. Clarity of organization	1 2 3 4 5 6 7 8 9 0
F. Adequacy of support	1 2 3 4 5 6 7 8 9 0
G. Effectiveness of examples	1 2 3 4 5 6 7 8 9 0
H. Validity of argument	1 2 3 4 5 6 7 8 9 0
I. Appropriateness of language	1 2 3 4 5 6 7 8 9 0

Suggestions: . . . . . .

IV. Final Estimate

A. Personality	1 2 3 4 5 6 7 8 9 0
B. Audience adjustment	1 2 3 4 5 6 7 8 9 0
C. Fluency and diction	1 2 3 4 5 6 7 8 9 0
D. Physical and vocal control	1 2 3 4 5 6 7 8 9 0
E. Content and organization	1 2 3 4 5 6 7 8 9 0

Score: . . . . . .

EVALUATION FORM FOR GROUP DISCUSSION[5]

(Circle appropriate numbers to register your judgment of the effectiveness of the discussion.)

Subject: . . . . . .

Listener: . . . . . .

Defined problem: . . . . . .

	Poor				Fair					Good
Adequacy of problem definition:	1	2	3	4	5	6	7	8	9	0
Clarification and definition of terms:	1	2	3	4	5	6	7	8	9	0
Group rapport or atmosphere:	1	2	3	4	5	6	7	8	9	0
Quality of leadership:	1	2	3	4	5	6	7	8	9	0
Spontaneity of participation:	1	2	3	4	5	6	7	8	9	0
Quality of argument:	1	2	3	4	5	6	7	8	9	0
Preparation of members:	1	2	3	4	5	6	7	8	9	0
Resolution of conflict between members:	1	2	3	4	5	6	7	8	9	0
Suitability of solution:	1	2	3	4	5	6	7	8	9	0
Handling of audience questions:	1	2	3	4	5	6	7	8	9	0

Check appropriate items below:

. . . .Some members monopolized the time.

. . . .Arguments were inconsistent.

. . . .Members became deadlocked in solution.

. . . .Leader was unable to control discussion.

. . . .Members were unable to think objectively.

. . . .Language was too vague or technical.

. . . .Discussion became a debate or bull session.

. . . .Solution seems unrealistic, impractical, or inconsistent with evidence.

. . . .Presentation seemed artificial.

. . . .Audience was not interested.

Without making any drastic changes in their freshman English classes, teachers at Texas A & M can introduce oral activities to their students. Although at this time problems exist which prevent any major changes in the overall freshman English curriculum, individual teachers can begin to use more oral activities in freshman English by continuing to use group discussions supplemented with some of the activities suggested in this chapter.

Effective oral communication is a tool essential to students who wish to succeed first in their college careers and second in their chosen vocations. More and more, employers are seeking people who can communicate with a wide variety of people, both specialists and nonspecialists. Companies are looking for employees trained not only in the basic fundmentals of a job or skill, but also in the wider aspects of general communicativeness.

The freshman English course, although it is only an introductory one, provides an excellent opportunity for students to begin developing their oral communication skills. Teachers here at Texas A & M can easily reinforce the writing done in freshman English with the suggested activities presented in this thesis. Teachers can motivate students by stressing the applicability of effective communication skills to the students' future lives and jobs. One or two courses of freshman English which combine speaking and writing skills cannot complete the task of instilling effective communication skills in the students. Perhaps, though, such a course can get them started toward the goal of being able to express their ideas and opinions clearly and effectively.

FOOTNOTES

[1]C. Merton Babcock, The Harper Handbook of Communication Skills (New York: Harper, 1957).

[2]Alan H. Monroe, Principles and Types of Speech, 5th ed. (Chicago: Scott, Foresman, 1962).

[3]Harold Barrett, Practical Methods in Speech, 3rd ed. (San Francisco: Rinehart, 1973).

[4]Babcock, pp. 305-306.

[5]Babcock, p. 260.

BIBLIOGRAPHY

Anderson, Hurst Robins. "An Experiment in Oral and Written English." School and Society, 38 (Dec. 16, 1933), 808-809.

Auer, J. Jeffrey. An Introduction to Research in Speech. New York: Harper, 1959.

Babcock, C. Merton. The Harper Handbook of Communication Skills. New York: Harper, 1957.

Backes, James G. "To Get Them Talking--Try Writing." Today's Speech, 10 (Feb. 1962), 12-14.

Bailey, W. K. "The Importance of Communication for Advancement in Industry." College Composition and Communication, 4 (Feb. 1953), 11-13.

Barnhart, T. A., Charles Baleer, and William Donnelly. "The Communication Program at St. Cloud State College." Communication in General Education, pp. 169-80.

Barrett, Harold. Practical Methods in Speech. 3rd ed. San Francisco: Rinehart, 1973.

Bassett, Glenn A. The New Face of Communication. New York: American Management Association, 1968.

Brockett, Oscar G., Samuel L. Becker, and Donald C. Bryant. Bibliographic Guide to Research in Speech and Dramatic Art. Chicago: Scott, Foresman, 1963.

Brown, James I. "An Integrated Four-Skills Communication Experience." College English, 11 (Jan. 1950), 217-18.

Bryant, Donald C. "Critical Responsibilities of the Speech-English Program." The Speech Teacher, 10 (Nov. 1961), 276-82.

Bryant, Donald C. and Karl R. Wallace. Oral Communication: A Short Course in Speaking. 3rd ed. New York: Appleton, 1962.

Cayer, Roger L., Jerome Green, and Elmer E. Baker, Jr. Listening and Speaking in the English Classroom: A Collection of Readings. New York: Macmillan, 1971.

Cleary, James and Frederick Haberman. Rhetoric and Public Address: A Bibliography 1947-1961. Madison & Milwaukee: University of Wisconsin, 1964.

Clevenger, Theodore, Jr. "The Rhetorical Jigsaw Puzzle: A Device for Teaching Certain Aspects of Speech Composition." The Speech Teacher, 12 (Mar. 1963), 141-46.

"Content of a Communication Course." College Composition and Communication, 6 (Oct. 1955), 137-38.

Davidson, Levette J. and Frederick Sorerson. "The Basic Communications Course." College English, 8 (Nov. 1946), 83-86.

Dean, Howard H. "The Communication Course: A Ten-Year Perspective." College Composition and Communication, 10 (May 1959), 80-85.

Dow, Clyde W. "A Speech Teacher Views College Communication Courses." College English, 9 (Mar. 1948), 332-36.

"From a Student's Reading and Listening to His Writing and Speaking." College Composition and Communication, 4 (Oct. 1953), 75-76.

Guth, Hans P. English Today and Tomorrow. Englewood Cliffs, N. J.: Prentice-Hall, 1964.

Harris, Chester A., ed. "English" and "Speech." Encyclopedia of Educational Research. 3rd ed. New York: Macmillan, 1960.

Hatfield, Walter W., ed. An Experience Curriculum in English. New York: Appleton, 1935.

Hosic, James P., comp. Reorganization of English in Secondary Schools. U. S. Bureau of Education Bulletin. Washington, D. C.: GPO, 1917.

Jensen, John V. Perspectives on Oral Communication. Boston: Holbrook, 1970.

Johnson, Roy Ivan, Marie Schalekamp, and Lloyd A. Garrison. Communication: Handling Ideas Effectively. New York: McGraw-Hill, 1956.

Lefevre, Carl. "Seminar in Advanced Communication Problems." College English, 20 (Apr. 1959), 358-62.

Leyton, A. C. The Art of Communication: Communication in Industry. London: Pitman & Sons, 1968.

Loy, William D. "A New Approach." College English, 9 (Jan. 1948), 206-12.

Ludtke, Roy P. and Edna L. Furness. New Dimensions in the Teaching of English. Boulder, Colo.: Pruett. 1967.

Malmstrom, Jean. "The Communication Course." College Composition and Communication, 7 (Feb. 1956), 21-24.

Monroe, Alan H. Principles and Types of Speech. 5th ed. Chicago: Scott, Foresman, 1962.

Murphy, Dennis. Better Business Communication. New York: McGraw-Hill, 1957.

Needham, Arnold E. "The Need for the 'Permissive' in Basic Communications." College Composition and Communication, 1 (Oct. 1950), 12-18.

Nelson, Oliver W. and Dominic A. LaRusso. Oral Communication in the Secondary School Classroom. Englewood Cliffs, N. J.: Prentice-Hall, 1970.

Nichols, Ralph G. and James I. Brown. "A Communications Program in a Technical College." Quarterly Journal of Speech, 34 (Dec. 1948), 494-98.

"Objectives and Organization of the Communication Course." College Composition and Communication, 1 (May 1950), 15-18.

"Objectives of a Communications Program." College Composition and Communication, 5 (Oct. 1954), 106-07.

Phillips, David C. Oral Communication in Business. New York: McGraw-Hill, 1955.

"Setting Up a Communications Course." College Composition and Communication, 2 (Dec. 1951), 26-28.

Shoemaker, Francis and Louis Forsdale, eds. Communication in General Education. Dubuque, Iowa: Brown, 1960.

Smith, Patrick D. "Relationship of Speech and English." School and Society, 52 (Apr. 1966), 20, 26-27.

Snipes, Wilson Currin. "Oral Composing as an Approach to Writing." College Composition and Communication, 23 (May 1973), 200-205.

Stabley, Rhodes R. "After Communications, You Can't Go Home Again." College Composition and Communication, 1 (Oct. 1950), 7-11.

Stephens, George R. Gen. "The Fourth Class English Course at the United States Military Academy." Communication in General Education, pp. 190-96.

"Techniques for Obtaining Effective Class Discussion." College Composition and Communication, 8 (Oct. 1957), 183-84.

"The ABC's of the Combination of Written and Oral Communication." College Composition and Communication, 4 (Oct. 1953), 93-94.

"The Philosophy of the Communication Course." College Composition and Communication, 9 (Oct. 1958), 188-89.

Thonssen, Lester and Elizabeth Fatherson. Bibliography of Speech Education. New York: Wilson, 1939.

Walter, Otis M. and Robert L. Scott. Thinking and Speaking: A Guide to Intelligent Oral Communication. New York: Macmillan, 1968.

Weiss, Harold and J. B. McGrath, Jr. Technically Speaking: Oral Communication for Engineers. New York: McGraw-Hill, 1963.

Wiksell, Wesley. Do They Understand You? A Guide to Effective Oral Communication. New York: Macmillan, 1960.

_____. "The Communications Program at Stephens College." College English, 9 (Dec. 1947), 143-48.

Wilcox, Roger P. Oral Reporting in Business and Industry. Englewood Cliffs, N. J.: Prentice-Hall, 1967.

Wilson, Thomas W. The Anatomy of College English. San Francisco: Josey-Bass, 1973.

VITA

Janet Su Zann Furrer Kettner, daughter of Mr. and Mrs. Alvis J. Moeller, was born December 18, 1947, at Waco, Texas. She was graduated from Temple High School, Temple, Texas, in June 1965; was awarded the A.A. degree by Temple Junior College, Temple, Texas, in May 1967; was awarded the B.A. degree in English by Southwest Texas State University, San Marcos, Texas, in August 1969; and was awarded the M.A. degree in English by Texas A & M University, College Station, Texas, in December 1974. She was employed as an English teacher by the Seguin Independent School District, Seguin, Texas, 1969-1971, and as a teaching assistant in the Department of English, Texas A & M University, College Station, Texas, 1973-1974. She is the wife of Charles A. Kettner, and they have a son Billy, age two. Her permanent mailing address is Box 35, Mason, Texas 76856.

The typing of this thesis was done by the author.