

EDISON STATE COLLEGE
CURRICULUM COMMITTEE
OTHER ACTION PROPOSAL FORM

TO: CURRICULUM COMMITTEE
FROM: Department of Speech Communication
PRESENTER: Myra H. Walters
DATE:

TYPE OF PROPOSED ACTION: Check all that apply.

<input type="checkbox"/>	Change to certificate prerequisites
<input type="checkbox"/>	Change to certificate requirements
<input checked="" type="checkbox"/>	Change to degree prerequisites
<input type="checkbox"/>	Change to degree requirements
<input type="checkbox"/>	New articulation agreement
<input type="checkbox"/>	Change to articulation agreement
<input type="checkbox"/>	Discontinuation of course
<input type="checkbox"/>	Discontinuation of certificate or degree
<input type="checkbox"/>	Other (specify)

EXPLAIN THE NATURE OF THE ACTION:

The Department of Speech Communication Faculty would like to establish ENC 1101 as a prerequisite for both basic speech courses that count toward the degree requirement for the A.A. and A.S. degrees at Edison State College:

They are:

SPC 1017: The Fundamentals of Speech Communication

3 class hours 3 Credits

This course introduces students to the speech communication discipline. A variety of activities and class assignments are designed to acquaint students with the intrapersonal, interpersonal, and public speaking levels of speech communication. Students may also enroll in the business emphasis section of this course, which emphasizes communicating during an employment interview, communicating in self-directed work teams and developing multimedia presentations.

SPC 2023: Introduction to Public Speaking

3 class hours 3 Credits

This course is designed to enhance communication skills on the public speaking level. Objectives focus on public speaking competency including message composition and delivery skills as well as literal and comprehensive listening skills using both oral and written requirements.

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

We believe this action to be necessary for the following reasons:

- 1) Basic college level speech classes are designed to build upon skills that are developed in college level English classes and a typical speech course does not allow time to remediate students who lack those prerequisite skills. For students to successfully meet the learning outcomes of SPC 1017 and SPC 2023, it is necessary that they have the following skills:
 - Research skills to support the content of their speeches.
 - Writing skills to develop sentence outlines for speech preparation.
 - MLA documentation skills for work cited pages and bibliographies.
- 2) A catalog review of the 28 Community and State Colleges reveal that 11 colleges have already established that students should have college-level English skills prior to enrolling in the basic speech course(s). Of the eleven colleges that require that students have college level English skills; some have opted to restrict students from enrolling into the basic speech courses until that have passed remedial English and reading courses and five of the colleges do list ENC 1101 as a prerequisite for the basic speech courses. In addition, two colleges use their basic speech courses to meet part or all of the Gordon Rule Requirement.

Colleges that restrict students based on passing remedial courses

- **Gulf Coast Community College** SPC 1608 Introduction to Public Speaking
Eligibility for ENC 1101
- **Hillsborough Community College** SPC 1608 Public Speaking
College level reading and writing are required
- **Lake City Community College**
SPC 1017 Oral Communications (hybrid)
SPC 1061 Introduction to Academic and Professional Speaking
SPC 2601 Public Speaking II
SPC 2608 Public Speaking
Prerequisites: REA 0002 and ENC 0020(remedial writing II)
- **Pasco-Hernando Community College**
SPC 2608 Introduction to Public Speaking
Prerequisites: ENC 0010 and REA 0002
- **St. Petersburg College**
SPC 1017 Intro to Speech Communication
SPC 1608 Public Speaking
Prerequisites: ENC 0020 and EAP 1695 or speech placement test
Classes satisfy writing requirement
- **Tallahassee Community College**
SPC 1017 Fundamentals of Interpersonal Communication

SPC 1062 Business and Professional Speech
Prerequisite: REA 0002 and ENC 0020 or appropriate placement

Colleges where English 1101 is a prerequisite for Speech

- **Chipola College** SPC 2608 Effective Public Speaking
- **Daytona State College** SPC 2608 Oral Communications/Research/Presentation Skills
And contributes to Gordon Rule
- **Florida State College at Jacksonville**
SPC 2040 Introduction to Speech Communication
SPC 2600 Fundamentals of Public Speaking
SPC 2016 Speech Communication for Business and the Professions
- **Florida Keys Community College**
SPC 1608 Introduction to Speech Communication
6,000 word Gordon Rule Requirement
- **The State College of Florida Manatee-Sarasoto**
SPC 1608 Fundamentals of Speech Communication

Colleges where the basic speech course meets part or all of the Gordon Rule Requirement

- **Brevard**
 SPC 2600 Fundamentals of Speech Communication
 SPC 2608 Fundamentals of Speech Communication
 Meets Gordon Rule Requirement
- **Palm Beach Community College**
 SPC 1017 Fundamentals of Speech Communication
 Meets Gordon Rule Requirement
 SPC 2608 Public Speaking
 Prerequisite SPC 1017

- 3) The CPI results from the Foundations of Excellence Study list SPC 1017 Fundamentals of Speech Communication as one of the top ten high impact enrollment courses for first-year students (*student with less than 30 credits*). This fact is not surprising considering that a 2006 study by the National Communication Association (NCA) revealed that the history of the basic speech course (either the hybrid or public speaking orientation) is intended for entry-level or first year students. However, only 40% of institutions enroll first year students in their basic course. Approximately 90% of the reporting institutions indicated that the basic speech course is completed by students within the first two years. Although it is not known whether the NCA study defines the first year student using the same definition as defined by the Institute for the Foundations of Excellence, it appears that more students are taking the basic speech course during the later part of their first two years in college. The reason(s) for this trend is not mentioned in the study. However, after much discussion during one of the Speech Communication Department meetings, we unanimously believe that this trend is due to advice from other faculty and student advisors that have a better understanding of the requirements for student success in these courses. We have spoken with other professors and advisors that are not a part of our discipline, but who have a better understanding of our courses, and have been told that they are advising students to postpone taking the basic speech course until after they have completed English 1101.
- 4) Finally, this change would help others to have a better understanding of the basic speech courses that are currently offered at our College and help to distinguish the learning outcomes of those courses from the learning outcomes of a Voice and Diction course (a course which introduces students to the basics of voice and speech production: vocal quality and expressiveness, articulation, pronunciation and fluency). Although Voice and Diction would be an excellent course to offer in the future at this institution, it is not currently listed among our speech offerings. A Voice and Diction course does not require any prerequisites, but also does not fulfill the learning outcomes for the general education requirements. Over the years, some students, along with faculty and advisors have mistakenly believed that our basic speech classes focused on clarity in pronunciation and accent reduction. Although students are evaluated for demonstrating these vocal qualities; improving these qualities are not the focus of our basic speech classes anymore than college level composition skills should be the focus of our classes. Adding ENC 1101 as a prerequisite for SPC 1017 and SPC 2023 would facilitate a better understanding of the learning outcomes of the basic speech courses at our College and help to facilitate student success.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: Fall 2010

DEPARTMENT CHAIR ENDORSEMENT:

As a twenty-six year veteran Professor of Speech Communication, I firmly believe that this curriculum change is long overdue. I am sure that it is no secret to most people that public speaking anxiety is a top fear shared by many. Seinfeld illustrated this point with humor during one of his television episodes when he said, "Given a choice at a funeral, most of us would rather be the one in the coffin than the one giving the eulogy." According to Public Speaking: An Audience-Centered Approach (Beebe and Beebe, 2008), more than 80% of the population feel anxious when they speak to an audience and 20% of all college students report extremely high levels of public speaking anxiety. The research on anxiety also reports that students who speak English as a second language may experience additional anxiety because of poor English skills. Therefore, it is very important that we spend time helping students to manage their anxiety by providing them with a sufficient number of speaking opportunities in the classroom. However, over the years, I have observed that I am spending more time on basic composition skills resulting in less time being spent accomplishing the learning objectives of my course. In closing, making ENC 1101 a prerequisite to SPC 1017 and SPC 2023 would allow us to maintain the integrity of our courses, and teach the subjects for which we are credentialed to teach by the Southern Association for Colleges and Schools.

DATE: 1-20-2010

Myra Hale Walters

Full Time Professor, Speech Communication
Department of Speech Communication and Foreign Languages, Chair

ASSOCIATE/ ACADEMIC DEAN ENDORSEMENT:

DATE: _____

STUDENT ASSESSMENT COMMITTEE CHAIR:

DATE: _____

Faculty Endorsements:

I support the change in prerequisites for speech courses without equivocation. Many students enter these courses unable to create a comprehensive outline, unable to organize their ideas in an accessible manner, and without sensitivity to grammar or precision in word choices. The proposed change will bolster student skills so that many more will succeed, and retention will be increased.

John Connell, Ph.D.

Full Time Professor, Speech Communication

Lee County Campus

I think that the prerequisite, Composition I, would help the students with their research assignments in Speech.

Pam Minton

Adjunct Professor, Speech Communication
Lee County, Hendry Glades

To Whom It May Concern:

My name is Professor Laura Leslie, and I am an adjunct professor of Speech 1017 at Edison State College. I have taught this class since Fall 2007. I am writing to endorse the curriculum proposal presented by Myra Walters, Chair of the Speech Communication Department.

Speech 1017 (SPC 1017) is an overall, all encompassing, general education class that focuses on the various dynamics of communication and how it plays into our everyday lives. We focus on all aspects of communication, including verbal communication, nonverbal communication, workplace communication, intercultural communication, and elements that help the novice speaker deliver a well designed and organized speech. It is not, however, a Basic English class designed to help students learn how to write a solid outline with which to organized their thoughts. Nevertheless, this is exactly what I find myself doing each and every semester I've taught this class. Unfortunately, students do not have the basic elements, the basic foundations, with which to compose an outline. As a result, I spend valuable class time teaching this, which takes away from my course objectives.

Making ENC 1101 a prerequisite for SPC 1017 would enable students to be prepared for both this class and other classes where writing is required. I cannot express how much time I'd save by knowing that my students already had the solid foundation to be successful in my class. Please take serious consideration into the proposal presented and weigh all options.

Thank you for your time and consideration.

Sincerely,

Laura Leslie

Adjunct Professor, Speech Communication
Lee County Campus

There are so many other learning outcomes to achieve and skills to develop in the SPC 1017 course, such as speaking, listening and group problem solving. Having to focus on developing effective writing and sound research skills does not allow sufficient time to focus on the additional learning outcomes for this course. When students enter the course with these skills which are typically developed in English 1101, the quality of their participation and presentations is typically much, much better than those students still grappling with the basic skills of creating an outline and researching.

Cindy Enslin

Full Time Professor, Speech Communication

Lee County Campus

I think it would be beneficial to have ENC 1101 as a prerequisite for SPC 1017 and SPC 2023 because I am finding that students are having problems with the concept of a sentence outline and the basic organization of a speech. They also are not comfortable with the Work Cited Page, so I spend a lot of time teaching that before I can add the concept of an oral footnote. So the idea to build on knowledge and concepts is a good one and appropriate for college work. This is the reason that I feel it would be beneficial for the students to have ENC 1101 as a prerequisite for SPC 1017 and SPC 2023.

Carol Roark

Adjunct Professor, Speech Communication
Charlotte County Campus

I strongly support the recommendation that ENC 1101 be a prerequisite for both SPC 2023, Introduction to Public Speaking and SPC 1017, Introduction to Speech Communications. I am a full-time speech communications professor here at Edison and have taught both of these courses over a span of 18 years.

Ann B. Eastman, Ed.D.

Full Time Professor, Speech Communication
Lee County Campus

As a teacher of communication skills, I believe very strongly that ENC 1101 should be a prerequisite for the communication course(s). Students are already apprehensive about communicating. When their reading and writing skills are inadequate, a new level of anxiety is added to the process. Preparation is vital to good communication and they often do not have the skills to succeed in the class. I find myself spending class time teaching sentence structure and organization and research skills so that unprepared students can keep up with their classmates. Of course, this hinders my ability to teach my own subject in an in depth manner.

Katie Paschall, PhD

Full Time Professor, Speech Communication
Collier County Campus