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ABSTRACT

Adults are the most rapidly growing population in American higher education. The National Center for Educational Statistics estimates that adult students will be 46% of all enrollments in the 1990s, which is good reason to give careful thought to their specific educational needs. M. Knowles, in "The Adult Learner: A Neglected Species," (1984) provides the framework for a theory of adult learning based on six assumptions about adult learners. In general, Knowles takes the position that adults do better with less direction and more participation. As early as 1950, speech communication educators have expressed an interest in meeting the needs of adult learners. In 1984, I.N. Engleberg supported A.D. Wolvin's research in his finding that adults are "goal oriented"; that adult learners are highly pragmatic and want to apply the knowledge they gain. The instructional strategies employed with the non-traditional basic oral communication course are consistent with the methods used within many non-traditional programs for adult learners. These strategies include experiential activities, lecture/discussion, and cooperative learning. To maximize the effectiveness of these three instructional strategies, it is important to debrief adult learners. L.C. Lederman (1992) defines debriefing as "a process in which people who have had an experience are led through a purposive discussion of that experience." (Contains 44 references and a sample curriculum design for a weekend course for adult learners.) (TB)

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**Speech Communication Education for Adult Learners:
An Experiential Curriculum Design**

Paper presented
at the Eighty-second Annual Meeting of the
Speech Communication Association
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Abstract

Adults are the most rapidly growing population in American higher education. The National Center for Educational Statistics (NCES) estimates that adult students will be 46 percent of all enrollments in the 1990's. The adult student poses many challenges to speech communication educators and others in higher education. The purpose of this paper is to describe the characteristics of the adult learner and to examine the experiential instructional strategies that are most appropriate for this unique population. In addition, this paper offers a sample basic course curriculum design that could be implemented in a weekend format.

Speech Communication for Adult Learners: An Experiential Curriculum Design

Adults are the most rapidly growing population in American higher education. The National Center for Educational Statistics (NCES) estimates that adult students will be 46 percent of all enrollments in the 1990's (Aslanian, 1993, p. 4). The adult student poses many challenges to educators in higher education. Adult learners have unique characteristics and needs that may not be best served by the traditional undergraduate system. Many colleges and universities across the nation are exploring new ways to meet the needs of this unique student population. The purpose of this paper is to describe the characteristics of the adult learner and to examine the experiential instructional strategies that are most appropriate for this unique population. In addition, this paper offers a sample basic course curriculum design that could be implemented in a weekend format.

General Characteristics of Adult Learners

Slotnick, Pelton, Fuller and Tabor (1993) offer this widely accepted definition of adult learners: "The term 'Adult learners' ('older-than-average' is often used as a synonym) refers to persons 25 years and older who are engaged in learning experiences" (p. 4, 5). A review of the literature reveals a common set of characteristics that are generally ascribed to this group.

Richmond (1990) offers seven characteristics of the adult learner. These characteristics can be summarized as follows: adult learners are older than typical college students; usually employed full-time; married with children; committed to their profession or occupation; pragmatic; limited on time available for homework and other outside class activities; and highly motivated (p. 418-420).

Adult learners may also be "fearful and hesitant" about learning even though they may feel confident in their own rich background of personal and professional experience (Westmeyer, 1988, p. 17). Their fear, according to Westmeyer, may be in part due to "the 'language of education', the disciplinary jargon, or just the formality of classroom discussion, these factors are foreign to this group" (p. 17).

Campbell (1984) distinguishes adult learners from traditional students with this definition:

The adult learner differs significantly from traditional students in his [sic] attitudes, expectations and requirements. He aspires to be self-directing; past experience and occupation will influence what he wishes to learn; he is resistant to a pattern willed on him by the institution; he prefers action-oriented learning techniques to the lecture mode. (p. 64)

According to Campbell, these assumptions about the adult learner underpin many of the programs that are offered in adult education (p. 65).

Like Richmond, Sheckley (1984) asserts that adult learners are: 1) pragmatic, and 2) highly motivated. According to Sheckley, "the more personally relevant the learning is, the more motivated the learner is to pursue the learning" (p. 10). This is why adults are most strongly motivated to learn when there is some anticipated *use* or *application* of the knowledge or skill.

These characteristics provide the foundation for at least one theory of adult learning; the theory of andragogy advanced by Malcom Knowles. Knowles' (1984) andragogical model provides the instructional foundation for many non-traditional programs for adult learners. Therefore, an explication of the major features of this model are provided.

Theory of Adult Learning: Andragogy

Knowles' (1984) seminal work, The Adult Learner: A Neglected Species, provides the framework for his theory on adult learning. Knowles distinguishes between "pedagogy" (art and science of teaching children) and "andragogy" (art and science of teaching adults). Knowles bases his theory of andragogy on six basic assumptions about adult learners:

1. *The need to know.* Adults need to know why they need to learn something before undertaking to learn it.
2. *The learners' self-concept.* Adults have a self-concept of being responsible for their own decisions, for their own lives.
3. *The role of the learners' experience.* Adults come into an educational activity with both a greater volume and a different quality of experience from youths.
4. *Readiness to learn.* Adults become ready to learn those things they need to know and be able to do in order to cope effectively with their real-life situations.
5. *Orientation to learning.* Adults are life-centered (or task-centered or problem-centered) in their orientation to learning.
6. *Motivation.* While adults are responsive to some external motivators (better jobs, promotions, higher salaries, and the like), the most potent motivators are internal pressures (the desire for increased job satisfaction, self-esteem, quality of life, and the like). (pp. 55-56)

Based on these assumptions, Knowles' thesis is that adult learners benefit more from an andragogical approach to instruction; less directive, more participative. The andragogical approach is more "student-centered" and less "teacher-centered." He does, however, acknowledge that in certain situations a pedagogical strategy may be an appropriate starting point (ie, when learners are not familiar with the content area or

are required to assimilate a large body of knowledge to accomplish a required performance). However, the goal is to move toward the andragogical assumptions in order to "help the learners take increasing responsibility for their own learning" (p. 63).

As mentioned before, Knowles' model of andragogy provides the theoretical foundation for many programs for adult learners. In addition, Knowles' work provides fodder for scholars interested in adult learning and program planning (Apps, 1989; Cervero & Wilson, 1984; Jarvis, 1985; Mezirow, 1991).

What emerges from the discussion of theory and the characteristics of adult learners are the practical considerations that ensue. It is not enough to know about the adult learner; what is critical is an **application** of what is important to the adult learner. In other words, what are the unique needs of adult learners, and how can they be met by communication educators?

Meeting the Unique Needs of Adult Learners

Three dominant themes emerge from the literature on adult learning needs: **How** adults learn (instructional); **what** adults learn (curricular); and **when** adults learn (logistical). Special attention needs to be paid to all three components when designing educational programs for adult learners (Boone, 1985).

For the adult learner, it is important to be involved in the classroom. Adult learners are interested in becoming "equal partners in the exchange" (Heimlich & Norland, 1994, p. 147). Traditional lecture formats are less appealing to older students. As a result, some instructors are experimenting with alternative methods of instruction. Watkins (1990) elaborates:

Some faculty members are trying short, 10- or 15-minute talks followed by discussions in which students ask and answer questions. Others are experimenting with collaborative learning, such as organizing panel presentations

or dividing their students into small groups. (p. A11)

In her study of instructional practices in adult education programs, Gorham (1985) found that "On the average, teachers talked 71% of the time in adult classes and 73% of the time in pre-adult classes" (p. 205). Gorham's observations indicate that there may be little difference between instructional practices in adult and traditional settings. Her study is a reminder that educators need to be sensitive to adults' desire to be active participants in the learning process.

Another important consideration in adult learning is curriculum development. Curriculum needs to be designed with adult learning theories taken into consideration (Peterson, 1981, p. 323). At DePaul University, curriculum is tailored to meet the needs of their adult student population. DePaul's "School for New Learning" (SNL) was created with adult learners in mind. According to Abrahamson (1993), the program has been a success. He states:

SNL's skyrocketing enrollment can be attributed not only to the exceptionally strong academic program, but also to the appropriateness of the program's structure and course offerings to meet many adult learners' needs, the potential for completing the program in a shorter time, and a general administrative responsiveness to the needs of adult students. (p. 2)

In interviews with exemplary instructors, Apps (1981) discovered that adult learners prefer curriculum that ties theory with practice. Adults do not mind studying theory as long as they can make the connection with what they have experienced (p. 7). Many adult students return to school to increase their success in the job market or to advance in their careers, therefore, adult learners are interested in making a practical application of the knowledge they receive (Aslanian, 1993, p. 4).

Of course, instructional practices based on adult learning theory and relevant

curriculum is of little value to the adult student if they find it difficult or even impossible to attend class. Time is an important consideration for the adult learner. Most adult students juggle family, career, and other responsibilities. Slotnick, Pelton, Fuller and Tabor (1993) interviewed adult learners and recorded their narratives. One account, given by "Jerry" reflects the frustration many adults feel when they return to school:

You simply don't have enough time to do everything. There wasn't enough time to study, there wasn't enough time to spend with my family, there wasn't enough time to relax. It really comes down to trying to prioritize your own needs and the needs of your family. When you are a traditional aged student your time is divided into two things and that's 'study time' and 'party time'. (p. 42)

Some schools are experimenting with shorter courses, weekend college, workshops (credit and non-credit), and accelerated seminars (Campbell, 1984, p.67). The Management and Organizational Development program at Fresno Pacific College is an example of an accelerated degree completion program that is designed to meet the scheduling needs of working adults. California School of Professional Psychology offers a Masters in Organizational Behavior using the same type of format (one night a week, four hours per night). The College Board's *Annual Survey of Colleges* revealed that 55 percent of the 3,100 colleges that responded offered evening classes that began at 5 p.m. or later (Aslanian, 1993, p. 5). It is encouraging to see that many colleges across the nation are attempting to alleviate some of the scheduling difficulties adults face.

Throughout the nation, colleges and universities are attempting to adapt to meet the needs of adult learners. In addition, individual academic disciplines are attempting to meet the needs of this unique population by altering curriculum and instructional strategies to better serve adult learners.

Teaching Speech Communication to Adult Learners

As early as 1950, speech communication educators have expressed an interest in meeting the needs of adult learners. Lomas (1950) looked at speech communication education for adults in various institutions and found that "night school" programs offered the best alternatives for adults seeking speech communication training. According to Lomas, "they [night schools] tailored to the needs and desires of the students who participate in them" (p. 24). Zelko (1951) encourages speech communication educators to research which instructional methods would be best for adult learners. He states: "Adult speech training must not be regarded as a 'fringe' activity within the speech profession. It belongs as an integral part of the process of speech education with which we are all concerned" (p. 62). Zelko calls for the development of short courses and practical curriculum to meet the needs of adult learners.

Dance (1968) outlines five challenges to the speech communication profession in regard to adult learners:

1. The formulation of courses in liberal adult speech education suited to the lifelong development program of individual adult learners.
 2. The identification and analysis of the physiological and psychological factors affecting speech communication in later maturity.
 3. Determining equivalencies for adult speech experiences in terms of course credits.
 4. Identifying and analyzing characteristics of successful teachers of courses in speech education for adults.
 5. Continued investigation of the sources of motivation for adult speech students.
- (p. 275)

Like Zelko, Dance encourages speech communication educators to investigate ways in which the discipline can better serve the adult student population.

Berryman-Fink (1982) describes a communication education program at The University of Cincinnati that has been successful in meeting the needs of working adults. She writes, "The 'Weekend University' provides courses for students who do not have the time during the work week to take courses" (p. 351). The program was designed specifically for adults: "It originated to serve adult learners," says Berryman-Fink, "and through its components and affiliated programs, it makes adult education a feasible, important, and necessary part of the university and the community" (p. 351). The curriculum includes skill development in the areas of interviewing, group decision making, and public speaking. Curriculum was designed and delivered to meet the needs of adult learners.

In his research, Wolvin (1984) surveyed adult speech students to determine their primary interests within the discipline. He states:

These students [adult] recognize the primacy of listening as a communication skill in both their career and social settings. While they feel that they already have strengths as listeners, they recognize the need for improvement as speakers. This identification of speaking as the skill for improvement is not surprising, of course. Most people who enroll in a 'speech' course expect to deal with speaker skills. (p. 270)

Wolvin also points out that adult students want communication training that can be practically applied to their careers.

Engleberg (1984) supports Wolvin's research by stating that adults are "goal oriented" ; adult learners are highly pragmatic. The adult learner wants to apply the knowledge that they gain. Engleberg states:

Although such students may take a speech course only because it is a degree or employment requirement, the speech communication course can provide highly relevant and practical learning opportunities. Students in a basic course, can, for example, choose speech and discussion topics related to their major areas of study. (p. 15)

Engleberg encourages speech communication educators to explore instructional methods that allow adults to explore their uniqueness. He states, "In the face of a growing and diverse population of adult learners, it is the professional obligation of the speech profession to understand and embrace the world of adult education" (p. 17).

Unfortunately, according to Rubin and Feezel (1986), research in the area of communication instruction for adult learners has not been a priority within the discipline. Their survey of research priority among communication scholars revealed that on a scale of 1 to 24, communication instruction for adult learners ranked 19th (p. 116). However, in recent years there is evidence of a growing interest in this area.

Dick and East (1987) investigated the relationship between corporate communication training programs and academia and concluded that in developing speech education programs for adults, colleges and universities must be careful not to sacrifice academic integrity in order to meet the needs of adult learners. According to Dick and East, "universities must avoid the risk of offering strictly narrow, subject-specific, short-term, task orientated courses, and provide concomitantly the theoretical bases and insights that will allow adult learners to adapt and change with times and circumstances" (p. 6).

Another area of interest for communication scholars has been the adult learner in the traditional speech communication classroom. Dick and Balmert (1990) argue that the adult learner has unique educational needs that are not best served by the

traditional approach. They assert that special sections of the basic course need to be developed for the adult learner with special attention given to pedagogy. According to Dick and Balmert, instructors in adult speech communication courses should be sensitive to the unique needs of adult learners. In addition, research suggests that adult learners prefer instructors who "possess a non-dominant, friendly, open, relaxed, and precise communicator style" (Comadena, Semlak, & Escott, 1992, p. 58).

Reem-Macke (1991) reviewed the literature on adult learners in speech communication and concluded that much remains to be done in the area of research. She states: "We need to pursue all areas relevant to the education of adults. It is necessary to continue to generate discussion regarding the design and implementation of adult instruction" (p. 16).

This literature review has attempted to explicate issues relevant to the characteristics of adult learners, Knowles' adult learning theory, the unique needs of adult learners and adult learners in speech communication. The literature suggests that adult learners benefit from programs that consider the instructional, curricular and logistical needs of this unique population.

Instructional Strategies

The instructional strategies employed within the non-traditional basic oral communication course are consistent with the methods used within many non-traditional programs for adult learners. These strategies include experiential activities, lecturette/discussion, and cooperative learning. Each of these strategies are briefly described in this section followed by a short discussion on the importance of debriefing.

Experiential activities

As the literature indicates, adult learners learn best when actively involved in the learning process. Experiential activities are one method of actively engaging the adult in the learning process. Natharius (1994) elaborates:

The use of experiential learning in the classroom is one procedure that can enhance the learning experience for the student and the teacher. Experiential learning utilizes the idea of a direct, concrete experience from which the student is allowed to draw those inferences and knowledge which are most significant to him/her. (p. 1)

Experiential activities within the MOD program are based on *The Experiential Learning Model* developed by David Kolb.

Kolb's model involves a four-step cycle that includes concrete experience, reflective observation, abstract conceptualization and active experimentation. Kolb offers this description of the experiential learning cycle:

Immediate concrete experience is the basis for observation and reflection. An individual uses these observations to build an idea, generalization, or 'theory' (form) which new implications for action can be deduced. These implications or hypotheses then serve as guides in acting to create new experiences. (1981, p. 236)

The goal then, of experiential learning is "to create the conditions in which a person can 'learn how to learn' and how to continue to learn beyond the setting of the training program" (Warren & Adler, 1977, p. 130).

The activities included within the non-traditional basic speech course are

considered "restricted" experiential activities. That is to say, the activities are designed to achieve specific learning outcomes. Natharius states:

The lecture is presented, questions are asked and answered, and then the exercise is applied. The processing and debriefing questions should be framed as carefully as possible to guide the participants towards the learnings that the facilitator wants to be discovered. (1994)

Lecturette/discussion.

The use of lecturettes and discussion sessions is an important instructional strategy in adult education programs. A lecturette is defined as "a short, clear talk describing a theory, a model or some research findings, or a collection of thoughts pertinent to the participants' current learning needs" (Jones & Pfeiffer, 1977, p. 97). Classroom discussions usually follow lecturettes in order to promote "critical thinking, problem-solving ability, higher level cognitive learning, attitude change, moral development, and communication skill development" (Anderson & Nussbaum, 1990, p. 302).

Because adults come into the classroom with more "experience" than their younger counterparts, the need to lecture extensively is reduced. In addition, as mentioned before, adults want to be active participants in the learning process. Watkins (1990) shares the comments of one faculty member who is altering his teaching style to meet the needs of his predominantly adult student population:

With older students in the classroom, professors have to make education 'an active enterprise,' says Chet Meyers, a professor of humanities, who has a lot of 30- and 40-year-olds in his courses at Metropolitan State University. "Adults don't play the

passive-recipient game very well. I couldn't lecture to my classes. The younger students might sit still for a lecture, but the older students who have been out of school would not sit and listen to me pontificate. They would grind their teeth. (p. A11).

Watkins also points out that in order to adjust to their adult students, many faculty members are moving from the traditional lecture format to lecturettes followed by classroom discussion.

Cooperative learning.

Powell (1992) defines cooperative learning as heterogenous groups that include such characteristics as "positive interdependence, face-to-face interaction, individual accountability and interpersonal and small group skills, and critical thinking" (p. 345). In this process, students work together and take responsibility for their own learning. Cooperative learning (sometimes referred to as *collaborative* or *team learning*) can occur in pairs, triads or small groups.

The biggest advantage to using this approach is that the research indicates that "cooperative learning increases student involvement and learning" (Knight & Bohlmeier, 1990, p. 11). The literature on cooperative learning suggests that this method is highly successful because it moves students from passive receivers of information to active participants in the learning process (Snively, 1988, p. 4).

The cooperative learning model shifts the focus from teacher-centered to student-centered. Sharan (1980) elaborates:

The typical technique of teacher presentation and pupil recitation must be modified to allow for exchange among peers not directly mediated by the teacher.

Temporarily, at least, the one-group classroom is suspended and becomes transformed into subgroups. . .at this time, teachers must relinquish their role as primary dispenser of knowledge and control. Decentralization of authority and classroom focus is required to promote direct contact and exchange among pupils. (242)

The cooperative learning model is a proven method for increased learning and is highly effective as an instructional strategy in the traditional **and** non-traditional classroom (Sharan, 1980).

Importance of debriefing.

In order to maximize the effectiveness of the three instructional strategies described, experiential activities, lecturette/discussion and cooperative learning, effective debriefing must take place after each instructional event. Lederman (1992) defines debriefing as "a process in which people who have had an experience are led through a purposive discussion of that experience" (p. 146). Debriefing discussions are the culmination of the learning process.

It is during the debriefing sessions that learning takes place. Rath (1987) describes the debriefing time as a sense making process. He states:

Debriefing gives students relatively free rein to organize, compare, classify, evaluate, summarize, or analyze and experience. The product of the debriefing process is an articulated sense of 'meaning.' It is through this process of constructing personal meanings that students reveal their misunderstandings, oversimplifications, and personal theories. (p. 27)

The debriefing session, therefore, is closely linked to the *reflective observations* and

abstract concepts cycles of Kolb's Experiential Learning Model. During the reflective observation cycle, students can be guided with questions such as: *What were your thought processes? What did you notice? What was important, significant, different, unique?* During the abstract concepts cycle students may be asked: *What ideas, insights did you have? What hypotheses, rules, laws, theories, principles have you formed to explain why this is, why this happens, why this works? Can you look at your learning experience from a broader perspective and make generalizations from it?* These types of questions are what separate debriefing from simply "summarizing" learning activities (Raths, 1987, pp. 26-27).

Without effective debriefing, activities become merely "busy work." Weaver (1976) elaborates:

Perhaps, the greatest problem with using an experiential approach to learning is the application and discussion of the results. It is not unusual to find that students are unable to determine the purpose of an exercise being used by their instructor. It is the director's responsibility to help instructors know how to answer the important question when using exercises, games and activities: "So what?" (p. 206)

Pfeiffer and Jones (1979) add :

There is no successful way to cut short this cycle [debriefing]. If structured experiences are to be effective, the facilitator must supply adequate opportunities for "talk-through." The payoff comes when the participants learn useful things that they take responsibility for applying (p. 2)

It is during the debriefing period that learning experiences are shared. The debriefing period allows students to discuss the outcomes of their classroom experiences; not only with the instructor but with the other students as well. An important part of the debriefing process is creating an environment that is non-threatening for students. Trust, acceptance and openness are important factors in facilitating effective debriefing sessions (Natharius, 1993).

The instructional strategies described can be used within special courses designed for adult learners. One alternative delivery method mentioned earlier is the weekend course. A sample course design is included (Appendix A) that can be adapted to meet the special needs of various institutions. The accelerated modular format is structured to meet the unique instructional, curricular and logistical needs of adult learners. For additional information about the actual course design, contact the author of this paper.

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APPENDIX A

Sample Curriculum Design

SAMPLE BASIC COURSE COMMUNICATION SCHEDULE

PART A - Session One

Friday Evening 6:00 to 10:00 pm

- 6:00-6:30 Course Overview (Lecturette)
- 6:30-7:00 Ice Breaker (Activity)
- 7:00-7:30 Preparation for Speeches of Introduction (Activity)
- 7:30-7:40 **BREAK**
- 7:40-8:10 Speeches of Introduction (Activity)
- 8:10-8:30 Comm Theory-*How Managers Communicate* (Lecturette)
- 8:30-9:30 Small group discussion/case study-*How Managers Communicate*
(Cooperative Learning)
- 9:30-9:50 Debriefing Session
- 9:50-10:00 Assignments for next morning

PART A - Session Two

Saturday 8:30 am to 5:00 pm

- 8:30-8:40 Diversity Awareness Diagnostic (Activity)
- 8:40-9:00 Diversity and Interviewing (Lecturette)
- 9:00-10:15 Diversity/Interviewing Simulation (Activity)
- 10:15-10:35 Debriefing Session
- 10:35-10:45 **BREAK**
- 10:45-11:15 Overview of Public Speaking (Lecturette)
- 11:15-12:10 MBTI Presentation Exercise (Activity/Cooperative Learning)
- 12:10-12:30 Debriefing Session
- 12:30-1:00 **LUNCH**
- 1:00-2:15 Artifact Speeches (Activity)
- 2:15-2:35 Debriefing Session
- 2:35-2:45 **BREAK**
- 2:45-3:00 Monroe's Motivated Sequence (Lecturette)

- 3:00-4:00 MMS Group Exercise-creating an advertisement (Activity/Cooperative Learning)
- 4:00-4:30 MMS Group Presentations (Activity)
- 4:30-4:50 Debriefing Session
- 4:50-5:00 Assignments for next week

PART B - Session One

Friday Evening 6:00 to 10:00 pm

- 6:00-6:20 Review of last weekend (Lecturette)
- 6:20-7:40 Speaking practice in small groups-Monroe's Motivated Sequence (Cooperative Learning)
- 7:40-8:00 Debriefing Session
- 8:00-8:10 **BREAK**
- 8:10-8:45 Principles of Presentation-delivery, adapting to the speech situation, visual aids, answering questions, overcoming anxiety (Lecturette)
- 8:45-9:15 Video presentation-Martin Luther King Jr.'s *I Have a Dream* speech
- 9:15-9:40 Debriefing Session
- 9:40-10:00 Wrap-up and instructions for Final Speeches

PART B - Session Two

Saturday 8:30am to 5:00 pm

- 8:30-9:00 Continental Breakfast
- 9:00-10:15 Final Speeches-Round One (5 speakers -7 minutes each, 5 respondents-4 minutes each)
- 10:15-10:25 **BREAK**
- 10:25-11:40 Final Speeches-Round Two
- 11:40-12:00 Debriefing Session
- 12:00-1:00 **LUNCH**
- 1:00-2:15 Final Speeches-Round Three
- 2:15-2:25 **BREAK**
- 2:25-3:30 Final Speeches-Round Four
- 3:30-3:50 Debriefing Session
- 3:50-4:30 Course Summary and Instructions for Final Paper (Due following week)
- 4:30-5:00 Course Evaluations

PART A: ONE

Friday Evening 6:00 to 10:00 pm

Assignments Due:

Read *How Managers Communicate* in the readings booklet.

OVERVIEW OF SUGGESTED COURSE

Course Overview (30 minutes)

Verify enrollment and registration material. Make sure students have all of the materials needed for class. Extra materials are available in the instructor's kit.

Review "housekeeping" items---bathrooms, phones, security, ect.

Provide a brief overview of the course and assignments. Be sure to mention that the final speeches will be videotaped. Introduce the course summary paper but do not cover the specific details of the assignment at this point. Remind students that it is imperative that they keep up with the readings and the assignments. Students have been instructed to complete all readings and assignments for PART A before tonight's class.

Ask for any questions before moving to the ice-breaker.

ICE BREAKER ACTIVITY

Ice Breaker (30 minutes)

This activity is designed to have everyone become more relaxed and familiar with each other, bond through common experience by adding humor and insight from

each individual in the class.

Instructions:

Encourage students to make notes on their class roster next to each person's name. These can be referred to throughout the class to help class members remember other's and their contributions.

Give students three minutes to write down by their name a descriptive adjective that starts with the letter of their first name (example: Dennis-Dynamic, Wilfred-Warm). Go around the room and have students share their descriptive name and a very short explanation of why they picked the adjective to represent who they are. Ask students to keep the explanations to less than one minute.

SPEECHES OF INTRODUCTION

Introduction Speeches (30 minutes-interview/30 minutes-speeches)

The purpose of this assignment is to gently introduce students to public communication (public speaking). It is a non-threatening way for students to stand up and make an informal presentation (many for the first time!). It also builds on the ice-breaker by giving class members additional information about one another.

Divide the class into pairs. You may read the following instructions to the class:

Our lives are filled with beginnings and endings, like starting a new class and doing a first assignment. One common experience in our beginnings is the introduction of people, both formal and informal. Introductions provide a point of beginning; introductions help us come to know who we are.

It is important for us to meet each other in a communication class. Throughout the class we will be hearing from each member of the class through speeches and

activities. We will also participate actively as audience members.

You are to present a speech in which you introduce your partner to the other members of the class. You will have time during class to interview your subject. Reflect upon what you have learned about the individual that you are to introduce and then organize your information into a brief "snapshot" so that we gain some insight into who this person is.

You will have 30 minutes for interviews (15 minutes per person).

Your speech should be 1-1:30 in length. Because of the limited amount of time, try to focus on **one** particularly interesting fact about your partner.

THEORY/HOW MANAGERS COMMUNICATE

Learning Objectives:

After studying this chapter, students will be able to:

1. describe the Arrow, Circuit, and Dance approaches to management
2. identify behaviors of the above approaches
3. identify strengths and weaknesses of the Arrow and Circuit approaches to management
4. describe the similarities of communication to dance

How Managers Communicate-Lecturette (20 minutes)

This chapter presents three approaches to analyze managerial communication: the "arrow," "circuit," and "dance" approaches. The arrow manager tends to believe that "effective expression=effective communication" and views the receiver as a passive information processor. The circuit manager assumes that "understanding=effective communication." This manager believes that understanding will lead to agreement and

that understanding should be the primary goal of communication. Both of these approaches simplify the communication process. A preferred approach is to use the "dance" metaphor, which expresses the nuances and complexity of organizational communication.

How Managers Communicate-Small Group Discussion/Case Study (60 minutes)

Break up the class in four groups of five. Distribute *The Consulting Contract* case study to each group. Have each group select a member to record the answers to the three questions. Allow 30 minutes for the group activity.

After thirty minutes have each group select one member to report to the entire class (5-6 minutes per group). Record key ideas on newsprint for the debriefing session.

CASE STUDY: THE CONSULTING CONTRACT

Purpose: The purpose of this case is to learn how to communicate with different types of people while presenting a proper perspective on the nature of the communication process.

Situation: Your consulting team has been hired by a software design firm that employs 500 employees. Top management has determined that the 6 managers of the software development department and the 6 managers of the customer service department are "ineffective communicators." They have hired you to conduct a 2-hour introductory seminar on "Communicating for Managerial Effectiveness" for these managers. These managers have never participated in this kind of training and they are unaware that top management views them as "ineffective." All the managers have college degrees and are fairly young. The customer service managers have degrees in management and

the software managers have degrees in computer science. Top management has told you that if this initial training is successful, they will hire your firm for a major contract. Your main contact is a young vice president who seems introspective. Her office is neatly decorated and her desk is precisely organized. Your initial meeting started and ended right on time.

Objectives:

1. Specify the precise material you would cover with each group of managers.
2. Specify how you would present the material.
3. Most important, provide a rationale for all your choices based on material discussed in the class and in the reading.

From Clampitt, P. G. and Berk, L. (1993) Student Workbook for Managerial Effectiveness. Thousand Oaks, CA: Sage, p. 8

Debriefing Session-How Managers Communicate (20 minutes)

Be prepared for a wide variety answers. Encourage students to relate their insights and reactions to the reading material. Possible debriefing questions might include:

What did you learn from this activity?

Have you had any similar experiences?

What did you learn from the other group members?

Based on the reading, activity, and class discussion, what do you know now about communication that you didn't know before?

WRAP-UP/ASSIGNMENTS FOR NEXT MORNING

Before dismissing class be sure to review the assignments that will be covered the next day:

Diversity/Interviewing Readings

MBTI Exercise-remind students to bring their MBTI scores from Module One.

Artifact Speech-remind students to bring an artifact for their speech.

PART A: SESSION TWO

Saturday 8:30 am to 5:00 pm

Assignments Due:

1. Read *Intercultural Communication Problems and Guidelines* by Samovar, Porter and Jain in the readings booklet.
2. Read Chapters 1, 2, 3, 7, & 21 in *The Speaker's Handbook* by Jo Sprague and Douglas Stewart.
3. Read *Dyadic Communication: Principles of Interviewing* by Patricia Hayes Andrews and John E. Baird Jr. in the readings booklet.
4. Read *Overcoming Cultural Barriers in Interviewing* by Lee Gardenswartz and Anita Rowe in the readings booklet.
5. Bring your MBTI score sheet from Module One.
6. Select an artifact (an object such as a book, picture, ect.) which is representative of an important value or significant experience in your life. Plan to talk to the class for approximately 3 minutes about the significance the artifact holds for you. It may help to look around your home or office as you consider what artifact you may wish to share.

OVERVIEW OF SESSION TWO

The purpose of this session is to introduce students to the principle of interviewing. In addition, special attention is paid to the issues of diversity and intercultural communication. Students will also be provided an overview of public speaking. Students will be given the opportunity to use their MBTI scores to evaluate and analyze different audiences. Finally, students will share their artifacts during short, informal presentations. This will give students another opportunity to speak before the class before their formal presentations next weekend.

Learning Objectives:

After this session, students will :

1. become more aware of cultural issues and biases in the interviewing process
2. be able to distinguish the interview from other forms of dyadic communication
3. be introduced to basic approaches in structuring an interview and the specific tactics associated with each.
4. be aware of different questioning techniques, including probes and other follow-up devices
5. become familiar with the different types of speeches, choosing a topic, analyzing an audience, and organizing a speech
6. practice a persuasive message using Monroe's Motivated Sequence

DIVERSITY AND INTERVIEWING

Start this session by having students complete the Diversity Awareness Diagnostic. Allow students 10 minutes to complete the exercise. Instruct students to set their completed diagnostics aside until after the interviewing simulation.

Diversity and Interviewing-Lecturette (20 minutes)

The purpose of this lecturette is to synthesis the reading material for the students. The readings introduce students to the fundamentals of intercultural communication and diversity in interviewing situations. Your lecturette should include an overview of the types and functions of interviews in organizations, including the appraisal, counseling, and exit interviews. Be sure to address the role of the interviewer in terms of the multiplicity of roles and interview preparation. You will also want to briefly discuss interviewing techniques, examining general strategies and specific questioning and probing devices. Remind students that throughout this process they must be sensitive to cultural and diversity issues.

Diversity/Interviewing Simulation (75 minutes)

The purpose of this exercise is to gain experience in interviewing and being interviewed, to explore the dynamics of the interviewer/applicant relationship and to examine how biases may influence the interview process.

Students will have the following instructions in their handbook, read the instructions along with the class.

Instructions:

Read the Legislative Assistant Wanted Background Sheet. (5 minutes)

In class, half of the participants will play the role of the interviewer, and the remaining half will play the role of the applicant. Two rounds of 15-minute interviews will be held; depending on your role, you will either conduct two interviews or be interviewed twice. After each round of interviews, both interviewers and applicants will complete an assessment sheet about the interview. After the second round, each interviewer will decide which of the two candidates to hire and will personally deliver a job offer letter to the successful applicant and a rejection letter to the unsuccessful applicant. Thus, if

you are an applicant, you will receive either two, one or no job offers. The instructor will divide the participants into interviewers and applicants, assign two applicants to each interviewer, determine the order in which applicants are to be interviewed, and give each interviewer a job offer and rejection letter to be delivered later (10 minutes)

Review the background sheet and prepare for your upcoming interviews as interviewer or applicant. (10 minutes)

Conduct the first interview. (15 minutes)

Complete the interviewer or applicant assessment sheet for the first interview. (5 minutes)

Conduct the second interview. (15 minutes)

Complete the interviewer or applicant assessment sheet for the second interview. (5 minutes)

Each interviewer decides which applicant to hire and personally delivers job offer and rejection letters. (5 minutes)

Your facilitator will collect all of the information and results of the interviews for class discussion.

Discussion Questions for Interviewing Simulation: (20 minutes)

1. How relaxed and spontaneous were the interviews?
2. What are examples of particularly useful questions that were asked? Offensive and

otherwise inappropriate questions?

3. Did any questions or behaviors by interviewers reflect personal biases or stereotypes? Questions or behaviors by applicants?
4. Did any interview decisions reflect personal biases or stereotypes?
5. Did interviewers and applicants tend to make similar assessments of their interviews with each other?
6. For interviewers, what feelings were associated with offering a job to one person and rejecting another? For applicants, what feelings were associated with receiving or not receiving a job offer?
7. What are the implications of this exercise for how to conduct oneself in an interview situation, whether as interviewer or applicant?

Debriefing Session (20 minutes)

You will probably find that students will have a lot to say about the simulation. Instead of closing down that discussion period, extend it into the debriefing session but be sure to bring the diagnostic into the discussion. Ask students at this point to get out their diagnostics and ask them to share what they found on there inventory and how it relates to the simulation. Pass out the *Scoring the Cultural Awareness Questionnaire* sheet. Students do not have to complete this and turn it in, rather, use it to continue the discussion.

From Powell, G. (1994). *Gender and Diversity in the Workplace: Learning Activities and Exercises*. Thousand Oaks, CA: Sage. pp. 25-27.

OVERVIEW OF PUBLIC SPEAKING

Overview of Public Speaking-Lecturette- (30 minutes)

In this lecturette you will want to briefly summarize the information presented in the Sprague & Stuart readings. In structuring your presentation, be sure to allow plenty of time to discuss Monroe's Motivated Sequence. Explain to the class that the focus in this course will be on persuasive messages because most of their presentations in their organizations will probably be structured to persuade others (boss, boardmembers, staff, ect). Remind students that this is not the ONLY way to present a message but it will give them a workable outline to start with.

MBTI Presentation Exercise (55 minutes)

The purpose of this exercise is to cooperatively prepare a presentation holding the interest of others "S, N, T" and "F" MBTI types. Each has preferences that can be balanced in presentations for maximum impact of the topic used. It should also lead to less anxiety in facing the group for presentations.

Instructions for Facilitator:

Identify groups of 4 to work on this assignment. Students have five handouts in their student handbook to use. They will first work at the effect of their own preferences then will work cooperatively to come up with an oral presentation incorporating the appropriate elements from the group discussion. Do not debrief in general about the presentations until the last one is given.

Instructions to Students:

Spend 10 minutes individually to fill out and consider pages 2 and 3 for this exercise. Focus in on your own MBTI scores and the typical expectations and behaviors you are

most comfortable with. You should consider how you will work with other types by highlighting those needs you would include and consider for your presentation.

In 20 minutes work with your team in considering the same presentation utilizing pages 4 and 5 to come up with an oral presentation making the right impact within the designated time.

Your group will then explain to the larger group what you did and why, including how you would present and what effect you would be shooting for as an outcome of the presentation. (3-5 minutes)

Debriefing Session- (20 minutes)

Ask students what they learned from this exercise. What are some of the benefits of the exercise? Problems? What was the group experience like? Would they change their presentation style in the future? How does this activity relate to earlier discussions on diversity and interviewing?

Artifact Speeches- (75 minutes)

Allow each student to share their artifact speech (approx 3 minutes each)

Debriefing Session- (20 minutes)

Ask students how they felt about giving their presentation. Did they seem to present according to their MBTI style? How did their culture influence their presentation (if at

all)? Be sure to offer LOTS of praise and affirmation for the presentations!!!

Monroe's Motivated Sequence-Lecturette- (15 minutes)

Review Monroe's Motivated Sequence from the lecturette presented in the am session.

Monroe's Motivated Sequence Group Exercise- (60 minutes)

This exercise was taken from The Speech Communication Teacher, Spring 1995. It was designed by Lee Ann Nelson, St. Charles County Community College. It is an excellent way to provide an opportunity for students to practice using MMS while having fun.

Instructions:

Divide the class into 5 groups of 4 students. Ask one member of each group to select a "product" from the grab bag provided by the instructor. Be sure to include items in the grab bag that are functional, ie, box of crayons, sewing kit, ect. The groups are then responsible for developing a persuasive message "selling" us their product by using MMS. Encourage the students to be creative in delivering their message. Remind students that each step in MMS must be included and should be easy to identify (without actually stating, "This is step one"). Allow 60 minutes for the development of the presentation (and rehearsal). Allow 3 minutes for each presentation.

Monroe's Motivated Sequence Group Presentations- (30 minutes)

Have each group present their three minute MMS message.

Debriefing Session- (20 minutes)

Ask for feedback about the presentations. Ask how students might use this model in other applications. How was the group experience? Can students think of situations

(TV, sales, speeches) where they have seen this model before? Would students use this model? Change it?

Wrap Up and Assignments for Next Week- (10 minutes)

Offer students a lot of praise for their success in the first part. Encourage them for the next weekend. Remind them to complete the readings for the next two sessions. Have students select a topic for their final speeches before the next session. The topic should be a persuasive message utilizing MMS that relates to their work (give examples). Tell students to have a rough outline of their final speech ready to present in small groups for next week. Remind students that their final speeches will be videotaped. Stay as long as necessary to answer students questions. Be sensitive to students that may be apprehensive about the final speech.

PART B: SESSION ONE

Friday Evening 6:00 to 10:00 pm

Assignments Due:

1. Read Martin Luther King's *I Have a Dream* speech and analysis in the readings booklet.
2. Read Sprague & Stuart *The Speaker's Handbook* chapters 5, 6, 23, 24, 25, 26, 27.
3. Select a topic for your final speech. Your topic should be related to your work. Outline your speech using MMS. Be prepared to share your rough presentation in a small group.

OVERVIEW OF SESSION ONE

The purpose of this session is to develop public speaking skills using Monroe's Motivated Sequence. Students will also have the opportunity to analyze and evaluate a speech (transcript and video).

Learning Objectives:

After this session students will be able to:

1. refine their presentation skills using MMS
2. understand the principle of effective presentation delivery
3. analyze and critically evaluate a historical speech

Review of last weekend-lecturette (20 minutes)

Provide a brief review of last weekend's sessions. Focus on audience analysis and MMS. Ask if for any questions or concerns that may have emerged during the week.

Speaking practice using MMS- (70 minutes)

This exercise will allow students the opportunity to practice their final speeches and obtain feedback from their peers.

Instructions:

Break students up into 5 groups of 4. Instruct students to have each member of the group share their "rough" final speech. Instruct group members to take notes and offer suggestions for the speaker as to how they may improve. Circulate through the room and observe the groups during the activity. Use your observations to generate discussion during the debriefing session.

Debriefing Session- (20 minutes)

Ask students how they felt about the exercise. Was it helpful? What type of feedback did they get? What observations did you as a facilitator make to share with the group? What specific suggestions will they implement for their final speeches?

PRINCIPLES OF PRESENTATIONS

Principles of Presentations-Lecturette (35 minutes)

In this lecturette you will cover the material presented in Sprague & Stuart, chapters 5, 6, 23, 24, 25, 26, and 27. Be sure to let students know that although there are techniques for more effective delivery, it is important that they develop their own "style."

Remind students of earlier discussions about cultural differences, diversity and MBTI styles. There is no absolute one way of delivering a presentation! Use the Power Point system and overheads to demonstrate effective visuals. While it is impossible in this short amount of time to instruct students on how to use Power Point, they should be familiar with it as an option.

Video Presentation-Martin Luther King's *I Have a Dream* (30 minutes)

Show the video. Instruct the class to pay special attention to King's delivery. Let the class know that after the video they will be comparing the video with the manuscript they were instructed to review.

Debriefing Session- (20 minutes)

Ask for feedback about the video. Any differences between the video and the manuscript? Effect? Was the video what they expected after reading the manuscript?

Wrap Up and Instructions for Final Speeches- (20 minutes)

Remind students that final speeches will be videotaped. Speakers will be paired with a

respondent. Final speeches should be approximately 7 minutes long; respondents will have 4 minutes to critique the speech. Both speaker and respondent will be videotaped. Each student will receive their own presentation on videotape. Pass out the respondent evaluation form and go over it in class. Instruct students to bring the evaluation forms with them to class in the morning (extra evaluation forms are in the instructor's kit for those who forget). **ENCOURAGE, ENCOURAGE, ENCOURAGE!!!** Ask for questions, concerns, ect. Distribute the speaking schedule.

PART B: SESSION TWO

Saturday 8:30am to 5:00pm

Assignments Due:

Final Speeches

Continental Breakfast

utes.

FINAL SPEECHES

Round One

Round Two

Debriefing Session

Your primary goal during this debriefing session is to get feedback from the speaker about how they feel about their speech. You can also solicit general feedback about the first two rounds from the morning session. Try to have students discuss the links between what was covered in class and what they are seeing in the speeches.

FINAL SPEECHES

Round Three

Round Four

Debriefing Session

Repeat the instructions given for the morning debriefing session.

Course Summary and Instructions for Final Paper- (40 minutes)

During this summary period you should solicit feedback, reflections from students for discussion. Using your course schedule as a guide, review each section briefly and ask for questions, reactions, ect. Ask students how they will use the information they received in the course. This should be an open forum and time of reflection.

Instructions for Final Paper:

Students will have the summary paper requirements in their handbook. You will want to read through the instructions with them and answer any questions.

SUMMARY PAPER REQUIREMENTS

Select one or more of the key concepts covered in this course. After clearly summarizing the important aspects of the concepts, examine the concepts in the light of the various relationships, roles or situations that you would be involved in over the course of a week or more. In the context of these relationships, roles or situations, be sure to do a thorough analysis and application of the concepts as well as an evaluation of the significance of the value or impact such concepts would have on these relationships, roles or situations. The paper should be 6-8 pages in length and is due no later than a week from today.

Video Evaluation Form Assignment:

Give each student their presentation video. Ask each student to review their

presentation and complete the video evaluation form. Evaluation forms should be attached to the summary paper and are due at the same time.

Course Evaluations-(30 minutes)

Distribute the course evaluations and ask students to complete them before leaving.

TEXT AND MATERIALS

TEXT:

Sprague, J. and Stuart, D. The Speaker's Handbook (Third Edition). New York: Harcourt Brace Jovanovich College Publishers, 1992.

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Andrews, P. H. and Baird, J. E. Communication for Business and the Professions. (Sixth Edition). Dubuque, IA: Brown & Benchmark, 1995. pp. 162-185.

Clampitt, P. G. Communicating for Managerial Effectiveness. Thousand Oaks, CA: Sage Publications, 1991. pp. 1-24.

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Samovar, L. A., Porter, R. E. and Jain, N. C. Intercultural Communication Problems and Guidelines. In J. Stewart (Ed.), Bridges Not Walls (Fifth Edition). New York: McGraw-Hill, 1990. pp. 395-405.

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