A New Heuristic for Planning WAC Programs: Ensuring Successful Collaboration from All Stakeholders

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As a result of the growing reputation of writing across the curriculum, college and university curricular revisions frequently involve exploiting WAC to improve students' skills, thinking, and ability to write in their chosen disciplines. Yet, our literature indicates that maintaining vital WAC programs permanently is difficult. Despite the popularity of the WAC movement as a whole, many programs continue to fail, even well established ones. Those that remain face a number of threats to their existence. These problems inherent in initiating WAC programs and keeping them alive have been most recently summarized in Barbara Walvoord's overview, "The Future of WAC." A larger historical and more gloomy perspective can be found in David Russell's *Writing in the Academic Disciplines 1870-1990: A Curricular History.* Here, Russell points out that a number of cross-curricular writing programs have been tried earlier in this century. All have failed.

In this article, we focus on the one problem we believe is most crucial for the survival and effectiveness of our modern incarnation of writing across the curriculum: planning. Difficulties in changing a university or college curriculum are too well known to teachers and administrators. The president of Rice University suggested recently in *The Chronicle of Higher Education* that such changes have "'all the physical and psychological problems of moving a graveyard'" (Schneider). Comprehensive college-wide reform programs, including effective writing across the curriculum programs, require intense ongoing planning that does and can continue to react to all the stakeholders in the school community. However, participation in the planning for such large undertakings is often limited to only a small number of those stakeholders, a group usually consisting of the institution's upper administration. How can a university broaden its base for understanding, and gain consensus and support during its planning and implementing of comprehensive programs?

This essay argues that Young, Becker and Pike's tagmemic discovery heuristic procedure is an ideal tool for planning a school-wide reform. Because of its systematic approach and insistence on looking at issues from a variety of perspectives, the procedure forces planners to take into account various stakeholders' points of view.   We use a case study approach to examine how Robert Morris College has and continues to use a version of tagmemic rhetorical analysis as an approach to plan and implement effectively its new Communications Skills Program. Our argument seeks to shed light on the organizational problems inherent in WAC and to mine a powerful rhetorical heuristic for purposes of finding solutions to those problems and planning for success.

Tagmemic rhetoric was first fully explicated by its creators, Richard Young, Alton Becker, and Kenneth Pike in their seminal text, *Rhetoric: Discovery and Change*. The tagmemic discovery procedure, in its simplest terms, is based on the belief that in order to know anything well, one must see it from various perspectives: first, as a "thing" in itself or a particle; then, as something that changes over time, what Young, Becker, and Pike call a wave; and finally, as it is embedded in its context, or in its field. Additionally, tagmemicists argue that one can *best* know a thing by understanding three more aspects: contrast, variation, and distribution. These are summarized by Ross Winterowd as examining something from the perspective of: "(1) how it differs from everything else, (2) how much it can change and still be itself, and (3) how it fits into larger systems of which it is a part" (124). In Chapter 6 of *Rhetoric: Discovery and Change*, Young, Becker, and Pike present these perspectives in the form of a matrix with contrast, variation, and distribution across the *x* axis, and particle, wave, and field down the *y* axis. The authors also provide a number of questions relevant to each of the nine cells of the matrix. These questions are suggested by the two particular perspectives intersecting from each axis. For purposes of economy and simplicity, we have chosen to use, and suggest neophytes use, the version of the procedure as presented in Linda Flower's text, *Problem Solving Strategies for Writers*. Flower asserts that the heart of the approach can be achieved by using only the axis of the discovery procedure that focuses on viewing the thing under examination as a particle, a wave, and a field. This simpler analysis, combined with the perspective-appropriate questions suggested by Young, Becker, and Pike, can effectively and conveniently substitute for a using the full matrix.

Our case history includes the procedure's use in the Robert Morris College Communications Skills Program (CSP), especially an examination of how we applied tagmemics to analyze the needs of the Program and discover solutions to those needs, leading to the planning, design, and creation of the various components of the CSP Program.

A Field Perspective of Designing a Communications Skills Program that Responds to Field Stakeholders: Employers

Since the problem which gives rise to our program grows out of larger societal and educational problems, we begin our tagmemic analysis with a field perspective of the Robert Morris Communications Skills Program (CSP). One key question suggested by Young, Becker, and Pike in a field perspective is the following: *What is the position of the thing examined within a larger system* (127)?

A realization of the College's position within the larger system of which it is a part has become the driving force of the CSP. Robert Morris is a medium size business-focused college in the Pittsburgh area. Our graduates come, for the most part, from the city, surrounding suburbs, and tri-state area of western Pennsylvania, northern West Virginia, and eastern Ohio. This location is also home of the majority of the businesses which hire our students when they graduate. RMC's president, Edward Nicholson, keeps in frequent contact with this business community, who are the employers and managers of our graduates. As part of those contacts, he often inquires about their performance. For several years, Nicholson reports, he kept hearing the same analysis of our products/ clients: Robert Morris graduates, their managers said, knew their subject areas and could perform job tasks well but were weak on communications skills.

This conclusion parallels that of the larger system of which RMC is a part, the postsecondary system of colleges and universities in the United States and the larger society which it services. Recent national studies concerning university education in America, as well as our own professional literature, echo the theme we found on our local level: too large a gap exists between student communications ability and employer communications need. In tagmemic field perspective terms, our position within the larger system is typical. Business and industry are now spending an estimated 40+ billion dollars a year on training for their employees (Eurich). Most of this training concerns subject material that should have been learned in high schools and colleges, and much of it concerns communications skills (Training).

As a business-focused school within the larger business/professional community and national university system community, we want to prepare students to lead active, productive professional lives in that business community. When that community, nationally and locally, tells us we are failing in a key area, we feel obligated to respond. Clearly, we were being told that our students need increased skills in communication.

Another field-perspective question posed by Young, Becker, and Pike asks, *What systematic features and components make the thing examined a part of the larger system?*

Here again Robert Morris College is typical of a larger system of educational institutions in this country. The College is made up of three major groups of people: students, faculty, and administrators. These groups are classified in the usual ways of classes, schools, and departments, each with their own features and varying priorities. One aspect of the field view that has become crucial to the survival of postsecondary education in general and our College in particular is the financial one. Any program, including a much needed Communications Skills Program, must also fit the financial realities of the school. How can such a program be afforded? If the College is responding to the needs of the business community, perhaps that community should take some financial responsibility underwriting programs it needs.   RMC President Nicholson took this argument to the local Pittsburgh business community with good success. More than three and a half million dollars, specifically earmarked for the Communications Skills Program, have been committed to the College's development fund. Pledges to the school of another several million, while not earmarked for the CSP, are believed to be related to our facing head-on the issues of the literacy performance of our graduates. In short, the business community will support projects that solve real problems and have the potential to impact positively on their bottom lines.

The above field-view question and a related one also suggest a review of the relationship of the CSP to the rest of the school. The related question suggested by Young, Becker and Pike is *How are the components organized in relation to one another: how are they related?*   The first part of the College that needed to be examined was that which was traditionally responsible for the communications skills of the graduates, the Communications Department and the closely related Department of Computer and Information Systems, which together make up the RMC School of Communications and Information Systems. As a result of these two departments working together, attempting to answer the above questions, we learned that we had contributed to the problem we were attempting to solve. That is, our rhetorical/communications theoretical approach, or at least its emphasis, was flawed. This difficulty was confirmed almost immediately in the Communications and the Computer and Information Systems Departments CSP Faculty Seminars. No single theoretical foundation for teaching communications skills to our students emerged. Our Communications Department curriculum approach, while rich and diverse, was too varied and fragmented to offer a unified approach to the teaching of these crucial skills. While not necessarily contradictory, teachers' various approaches toward communications presented students with a banquet of theory and related heuristics, styles, and beliefs, from neo-Romantic to neo-Classical, a buffet that offered too much choice for the average student to sample adequately, let alone digest completely.

A related difficulty was the lack of a theoretical connection on the undergraduate level between the Communications Department and the Computer and Information Systems Department. This disconnection was glaring and discouraging to faculty in both departments. Not only had those departments recognized that we live in an age where communications is intimately connected to computer information systems, but also the two departments had recently created a new masters degree program combining strengths of both to help solve the gap between communications and computer information systems.

How could the Communications and Information Systems Departments act together more cohesively on the undergraduate level to help students communications skills? In turn, how would those two departments work together with the other departments of the College to produce more literate graduates? The answer came from the Head of the CIS Department, who suggested *audience* as a unifying theoretical foundation, as well as the programs's organizing focus and practice. He and the Dean of the school also suggested much closer participation of the Computer and Information Systems Department in the entire program, in tagmemic field terms, a closer relation between the components in the system.

Out of further collaboration among the CIS and Communications Department Heads, along with the Academic Vice President, the Dean of the School of Communications and Information System, and the Director of the Robert Morris WAC program, the outline of the delivery system emerged: every student at Robert Morris would take twenty-seven credit hours in nine communications-intensive courses, five in the Communications Department and four in students' major course of study. Rather than continue the common practice of teaching each communications skill in isolation, each course presents students with structured, sequenced opportunities to practice all communications skills: reading, writing, presenting, and listening, along with appropriate technological aids and group work. Students thus gain a better understanding of how complementary these skills are in the modern job environment. Professionals must read and research closely, listen actively and carefully, write purposefully and effectively, and present clearly and cogently, often on the same project and usually working in teams with their co-workers.

We not only had to relate departments to each other and skills to each other. For an effective delivery system, we also needed to relate the courses within the program to each other. *How are the Communications Skills Program Courses organized in relation to one another? How are they related?* Let us look first at Communications Skills Program Courses I-V, those taken in the Communications Department in the students' freshman and sophomore years. To allow for the gradual mastery of the difficult concepts of audience, the first five courses are carefully sequenced.

We wanted the parts to be connected in a logical way, from the simple to the more complex. Communications I introduces students to audience by emphasizing the deceptively simple idea summarized in the title of the course, "Audience as Self and Others." This course allows beginning college students to realize that whereas the self is often the first audience for communications, it should rarely be the last. Writing to the self is a rich way of understanding, refining, and defining issues and problems. But audiences outside the self have needs far different than our own. Students must move from egocentrism to an awareness of the demands of public discourse. This "me-first" approach has been an effective way to allow students to understand communications as a process that begins and continues in the individual before it takes its usual course of more formal audience consideration, often through the use of team tasks and other collaboration. This initial introduction to audience enables students to understand Standard American English as one of the benchmarks of public discourse.

Communications II presents students with the concept of the "Audience as Fixed and Singular." Students learn to focus on singular public audiences, primarily the professor. They see researching, speaking, listening, writing, and reading as joining in professional discussions. In Communications III, students are introduced to "Audience as Multiple and Complex," where they learn more about how success requires working in groups as well as the use of professional dialects. Students come to understand how persuasion/argument is a process of negotiation. They learn how adjusting to different audiences occurs frequently, even within a single discipline. Students learn that these various audiences have different expectations.

Course IV introduces students to the concept of "Audience as Varied and Multi-Cultural." Faculty emphasize how difficult the concept of "We" is when variations of individuals and groups are considered. Students learn to view audiences as having ethnic, gender, linguistic, occupational, and cultural differences. Students learn more about group processes and the difficulties of achieving consensus in changing situations. Students are made aware of research as a quest for alternative viewpoints, including those of other countries and cultures.

In Communications V, students learn about "Audience as Organizational and Professional." Communications V examines audience in business contexts, preparing students for the disciplinary writing they will do for audiences in their major field courses where, in their junior and senior years, they will take the last four courses of the program. Students are made aware of the differences in disciplinary (and professional) discourse, including jargon, patterns of organization, and issues of proof.

The relationship of Communications Skills Program Courses VI-IX is different. Students are required to take four more communications intensive courses in, or closely related to, their major area of study. These are not new courses, but fully re-conceived versions of the same courses that have been required in subject area majors across the college. Faculty from all disciplines are trained in semester-long seminars to integrate the CSP goals into their courses through assignments that pay close attention to various specific audiences, both expert and novice, that graduates will face in their professions. Accountants, for example, must communicate with their managers, fellow accountants, and a number of other expert audiences including banks and the Internal Revenue Service. But accountants must also communicate with their clients, most of whom, despite some expertise gained from participating in the recent stock market boom, are novices in the discourse of finance and accounting. This emphasis on audience is reflected in assignments that are, as much as possible, authentic tasks of the kind that graduates will face on the job. So accounting teachers are required to make assignments that ask students, for example, to produce ledger notes to colleagues and letters to nonexpert clients. The importance the College places on integrating communications skills in subject-area courses is underscored by the fact that 50% of the grades in these courses must be based on students' demonstration of their communications skills.

Subject-area teachers become cognizant of the communications skills needs of graduates, including the professional audiences they will encounter, by doing interviews. Each faculty member confers with a professional now practicing in their field, preferably someone who has managed new RMC graduates. (See Appendix A: Professional Practitioner Interview.)

An additional advantage that grows out of this audience-centered approach to communications skills is a better understanding of our own pedagogy. Some of the benefits of a theoretical base focusing on audience include:

1. freeing English and other teachers from the tendency to view language and literature as audience-free creations;

2. providing the means for integrating other disciplines, once associated with rhetoric, such as psychology, sociology, philosophy, logic;

3. integrating new disciplines such as information science,

4. incorporating global contexts into communication instruction, releasing faculty from the assumptions that attention to immediate local context is sufficient.

Young, Becker, and Pike's tagmemic field perspective has helped us to develop a curriculum that fits into the larger context of the professional work environment which students will shortly enter. Our systematic theoretical approach also lends itself to seeing and achieving integration

of purpose, context and pedagogy, both within the curriculum itself and the curriculum viewed as a larger system of needs in the work world.

The Dynamic Nature of WAC: A Wave Perspective of One Campus.

To do a wave analysis, the tagmemic discovery procedure asks the user to view the concept as a dynamic event, or process, and as part of a larger dynamic context. Young, Becker, and Pike encourage the user to ask the following questions of the thing studied: *"What is its nucleus? How is it changing? How does it interact with and merge into its environment? Are its borders clear or indeterminate"* (127)?

The Communications Skills Program is the second writing-across-the-curriculum program at Robert Morris College. At the time of the CSP's inception, the College already had a vital ten year old program focusing on writing to learn. By many measures, this first WAC program, Writing Across the Business Disciplines (WABD), has been a success. WABD can claim one of highest percentages of faculty participants in the country: more than 50% of RMC faculty from across the College's disciplines have completed WABD, implementing re-envisioned courses that integrate writing to learn. One of the most evaluated WAC programs in the country, WABD has been assessed by an analysis of hard data from a series of protocols taken of both faculty participants in the program and non-participants. In this study Blakeslee, Hayes, Sipple, and Young used talk-aloud protocols to show that knowledge of and attitudes toward the epistemic functions of writing improved significantly among the trained faculty. Knowledge and attitude surveys, again taken by outside evaluators, of participating faculty and non-participating faculty as well as their students showed similar positive knowledge and attitude improvement among trained faculty and their students. These survey results are examined as part of an extensive case study of the program, which found that, while not without flaws, WABD achieved its goals (Carson). Besides these studies, each of the re-envisioned Full-Course Plans contains a faculty developed formative and summative evaluation plan, some of which have been published. (See, for example, Richard Lesnak's evaluation study, "Writing to Learn: An Experiment in Remedial Algebra.")

This extensive, multi-measure evaluation was instrumental in Robert Morris College winning in the fall of 1996 a U.S. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) grant to disseminate WABD as a proven reform to six other colleges and universities across the United States. In addition, the program was recognized in 1998 with a certificate of excellence in the Hesburgh competition honoring faculty development programs that enhance undergraduate teaching and student learning.

The tagmemic wave analysis focal question, "How is the nucleus of writing across the curriculum changing at Robert Morris?" leads from writing to learn to writing, speaking, listening, and reading to communicate. We could see that while the Writing Across the Business Disciplines has proven itself at Robert Morris, we also needed a Communication Skills Program. Despite the successes of the write-to-learn program, we needed to respond more directly to the reactions of the business community mentioned above: employers thought our graduates knew the subject matter of their disciplines well, indicating, in fact, that students were benefiting from WABD's saturation of the campus with *writing to **learn***. However, RMC graduates still had difficulty with the latter part of the communication process, the skills that make effective *language to **communicate*** or finished prose. In short, our graduates were not paying enough attention to audience.

Additional wave analysis prompts us to ask the following questions: *How else is WAC changing at Robert Morris? How does the nucleus of the CSP merge into the RMC environment?* The second major change in writing across the curriculum at Robert Morris is a more thorough and organized integration of the Communications Skills Program into our students' course of study. We believe that, after intensive preparation in the first five courses, students should have ample opportunity to practice the use of the epistemic and communicative functions of language as naturally as possible; that is, in the processes and products their major subject-area disciplines. The first WAC program, WABD, did not do this; however, we discovered through our heuristic questioning that a fundamental principle of the CSP must be "time on task." In order to advance student skills in writing, listening, presenting, and reading, we had to afford them more opportunities than those available in the traditional composition and speech courses, even when those courses are combined with an effective write-to-learn program. Students need more time to develop and practice these skills, and they need feedback. Thus we dropped the traditional composition and speech courses and replaced them with the nine course sequence of the Communications Skills Program, which also integrated the write-to-learn WAC program. This integration is accomplished in the last four communications-intensive courses by our own faculty who re-envision already existing courses required in the various majors. All students participate in the last half of the program by experiencing it through these re-envisioned courses. CSP faculty in every department become responsible for the integration.

How has our write-to-learn program, WABD, been folded into the CSP? The focus of WABD was the successful integration of writing to learn into subject-area courses, often at the goal level. Faculty began by specifying a rationale for their courses, thus connecting these courses to

the goals of their individual departments, which, in turn, grow out of the mission of the college. Faculty went on to identify course goals (which grow out of that rationale) and material to be covered in their courses. Using a matrix, participants bring these goals and material to be covered into active learning tasks that are often opportunities for writing to learn. Participating faculty next developed a detailed syllabus that could act as a contract between them and their students (Henderson). The course was then completed with a plan for formative and summative evaluation that allows faculty to identify what is and is not working in the course so they can adjust accordingly. This structural approach, originally created for WABD, has been adopted by the CSP and is now the model for the integration of both language to learn and language skills into subject-area courses. Our approach thus integrates the recognized major emphases of WAC: write to learn, writing in the disciplines, and, now, improved student skills (Freedman, Dyson, Flower, and Chaffee).

A more difficult question is how the Communications Skills Program interacts with the rest of its curriculum environment, namely the various disciplinary departments and courses. A basic issue concerns the intrusiveness of the CSP in individual these subject-area courses. The intense emotional nature of turf questions are familiar to us all. Such questions were at the heart of Duke and Rice Universities' recent efforts to change their curricula (Schneider). One of the first difficulties raised by Robert Morris faculty was the question of how they could maintain "coverage" of necessary course material while at the same time allocating 50% of students' grades to CSP goals. Part of our planning had to include seminar/workshop time for training in basic rhetorical principles, including especially the centrality of the rhetoric of individual disciplines, active learning, and the questionable nature of facts or principles devoid of some method of relating them. The tagmemic approach helps us define and understand the new CSP in constant relationship with the subject-area departments of the school. The very act of requiring that faculty re-envision their courses, looking closely at rationales, goals, and connecting them to instructional objectives and evaluation, has had a beneficial effect on all courses in the CSP. Our evidence for this beneficial effect lies in the course plans themselves, each a careful study of how students may best learn and communicate individual disciplinary course material. We believe we have reached a good balance of allowing language use in classes to enhance student learning as well as communication in their subject-area fields. The Communications Skills Committee, a group made up of faculty from across the curriculum, decides, course by course, that such integration has been achieved, since they must approve course plans before they can be taught in the CSP program. For one faculty participant's view, see below, "A Particle View."

Another issue related to how the CSP interacts with the rest of the RMC curriculum is the teaching of effective communications strategies, as well as some writing-across-the- curriculum theory and practice. English and Communications teachers are the beneficiaries of 30 years of process writing research and practice and only somewhat shorter experience with writing across the curriculum. The general tendency of many subject-area faculty, when confronted with the need to include more communications skill in their courses, is to assign a number of graded papers. This has been especially true of faculty who did not participate in our write-to-learn program. Because of time constraints, faculty are reluctant to grade more papers than necessary. By facing this question, we were prepared to include training in strategies for reducing the time faculty spend grading, while at the same time including practice and writing to learn for students.

The short answer to the tagmemic wave question of how the CSP interacts with the rest of the curriculum is that, while subject-areas, including the Communications Department, remain independent, we now have designated courses where communications and subject-area disciplines meet to share ways of knowing, learning, communicating, and evaluating.

The Particle Perspective: A Faculty Participant's Course View and Communications Skills Seminar Experience

Our multi-perspective view of the Robert Morris Communications Skills Program concludes with a particle perspective. The particle in this case is the individual course along with the experience of the faculty member who created it in the Communications Skills Faculty Seminar. For this part of our case study, we have selected a Department of Management course, MG 304 Organizational Behavior. The course was prepared and is now taught by one of your authors, who was a participant in the first CSP Seminar.

To achieve a particle perspective Young, Becker and Pike ask the user to "view the unit as an isolated, static entity." To fully achieve this view, the researchers suggest we ask the following questions: *"What are the [the unit's] contrastive features; i.e. the features that differentiate it from similar things and serve to identify it?"* (Young, Becker, and Pike 127)**.** What chiefly differentiates Mike's communications-intensive version of Organizational Behavior and all other CSP courses is its shift of focus and purpose and the consequent careful planning of the course. The general purpose of CSP courses is to prepare Robert Morris students with the knowledge and skills to isolate, analyze, and solve problems in the workplaces in which they will carry out their professional lives. Mike and other CSP faculty explicitly deal with the fact that much of this problem-solving activity will be intimately connected to our graduates' com-

munications skills. Hence the Communications Skills upper-division subject-area courses, CSP courses VI-IX, have a communications-intensive focus that attempts to create real-world, authentic tasks for representative audiences. Building on the work students have begun in the first five courses delineated above, CSP Courses VI-IX challenge students to continue practicing communications skills in all four "strands" of reading, writing, presenting, and listening, along with group work and appropriate technological hardware and software support.

Similarly, CSP courses differ from their usual counterpart in their means of achieving these ends. To plan these communication-intensive courses, Robert Morris faculty participated in a 17-week curriculum development effort, comprised of three-hour weekly workshops to re-envision targeted upper-division courses. These and later workshops featured presentations and discussions on communications and writing-across-the-curriculum theory, learning modalities and strategies, rubrics and assessment, goal setting, effective assignment design and evaluation, and more. As noted above, faculty interviewed practitioners in course-related fields to determine the types and specifications of communications that were most valued in new hires in their organizations. One commonly heard response from these professional practitioners, for example, was the need for concise communications. This reenforced the necessity to teach students to clearly analyze and synthesize data to be communicated with brevity. Input from practitioners was processed into specific course assignments and integrated into the new courses.

The tangible result of the workshops for each participant is a Full-Course Plan that includes the following:

1. a to-the-teacher section that explains the course plan to teachers new to the program and shows them how to use the document most effectively;

2. a course rationale delineating the purpose of the course as well as the benefits to students of this communications-intensive version;

3. a set of cognitive and affective course goals stating what students will be expected to know, do, and feel to achieve the overall purpose of the course;

4. a matrix that brings together course goals and material to be covered into active learning tasks that are often opportunities for language-to-learn. These tasks are briefly explained in the cells of the matrix, which also list the appropriate Communication Skills goals for upper level courses to indicate which assignments cover which specific goals;

5. the detailed assignments (developed from the matrix cells) of the course, specifying authentic work tasks, performed for particular real-world audiences, under specific conditions, and due at specific times;

6. criteria or rubrics for assessing the authentic tasks;

7. a plan for course evaluation employing both quantitative and qualitative measures; and

8. various appendices that provide additional suggested reading, more detailed assignment sheets, and other teaching aids and rubrics, such as audience analysis check lists, suggestions for group formation and operation, etc. A more specific, particle view of the first five components of a CSP Full-Course Plan follow.

1. In this particle isolated for study, CSP Course MG 304, Organizational Behavior, our co-author, Professor Mike Yahr, begins his course plan with a To-the Teacher" section that explains the course to other faculty, new hires, for example, who might not have experienced the CSP Seminars, but who will teach Yahr's communications-intensive version of the course. Professor Yahr tells these teachers that, although not all sections of MG 304 Organizational Behavior do, this communications-intensive section includes specific CSP goals that require students to practice the CSP "strands" of reading, writing, listening, and presenting, as well as appropriate group work and support technology.

Mike also explains that students must be given informal, ungraded assignments in Organizational Behavior that allow them to use language to learn, often in preparation for more formal assignments where students are evaluated on their mastery of course and communications skills. In preparation for an exam, for example, students may be asked to take five minutes to describe, in writing, the "culture" of their workplace, employing terminology from the text. Or, as a prelude to a discussion of values, students are asked to respond to the following questions: "Why are you in college? What value do you place on education?"

Mike points out to a teacher new to the course that if she substitutes an assignment, she must make sure that the new task meets appropriate CSP as well as course goals. He explains how the course matrix may be used to see exactly what goals a substitution assignment must meet. For example, one matrix assignment brings together the topic of "Organizational Change" with the course objective, "to restate, compare, and apply Organizational Behavior theories and concepts via essay exams, case studies, and written and oral assignments." Mike suggests that students draw on Kurt Lavin's model of change and explain its parts to a consulting client. This assignment also fulfills the Communications Skills goals "to apply and analyze the principles of audience analysis to a variety of audiences and situations," and "to demonstrate self-confidence in the application of communications skills to professional groups." But if another teacher does not find that assignment congenial, these goals could be equally well met with an alternative task such as the following: a student, acting as a manager, describes her role as "change agent" in

introducing a new performance appraisal system to a marketing department.

In this "To-the Teacher" section, Yahr also points out that all assignments must meet the *ABCD* criteria. Since it is the major focus of the CSP program, assignments must pay particular attention to *audience*, including some instruction in analysis of both expert and non-expert audiences. Students must also know exactly what specific *behavior* the assignment calls for, the *conditions* under which they will perform (such as in class, in twenty minutes, as a first draft, etc.), and the *degree* of proficiency that is expected of them to meet the criteria for satisfactory or excellent work. For example, in the consulting scenario above, a student would have to consider that a professional manager (an audience that the teacher and class will role play) will want to hear and see a fifteen minute, bullet point, perhaps PowerPoint, demonstration of the change model (behavior expected and condition under which it will be performed). To meet the satisfactory performance level and earn a"C" grade (degree of proficiency), the student would demonstrate an understanding of all three parts of the model as she presents it visually and orally, with fewer than three major communications errors. For an "A," and excellent performance ranking, the student/consultant would, in addition, define the client's problem and suggest a detailed solution for each step on the model. The difference between an "A" and a "B" would lie in the level of relevant detail and other communication skills such as organization, unity, and especially attention to audience needs, such as audience knowledge and values. While some subjectivity remains in the grading process, both teacher and student, as a result of this specific assignment process, have a better understanding of what is required to reach each grade level.

In this To-the Teacher section, Professor Yahr goes on to underscore the fact that assignments should be, as much as possible, authentic tasks that students might encounter on the job as new hires (tasks, for example, gleaned from the Professional Practitioner Interview [see Appendix A]).

A management trainee, for example, could be asked to write for her boss a one-page or less report describing the highlights of a recently attended training workshop (translated in Mike's class as an in-class lecture). The evaluation of the report will, of course, emphasize our ABCD criteria.

Each student in Mike's Organizational Behavior class, like students in all CSP classes, will be expected to include some of the course assignments in a portfolio which will meet departmental needs as well as CSP guidelines and which other teachers and prospective employers may want to see. For example, a typical student in Organizational Behavior might want to include the Workshop Report assignment to show a prospective

employer as well as other teachers in the RMC CSP her ability to listen, write, and communicate to a specific audience under specific conditions.

Mike also tells his audience of teachers new to the CSP program that all CSP Full-Course Plans must include a plan for formative and summative evaluation, including quantitative data, some of which must evaluate assignments suggested by the professional practitioner's interview, for example, that students are writing in the disciplinary genres of change model or workshop report suggested above. Mike concludes his To-the Teacher Section with the comment that all these requirements are necessary because the College has made a commitment to its students and the business community that we will graduate students who are literate in the professional fields in which they will practice.

2. Mike's Rationale for Organizational Behavior grows out of his department and school goals, which, in turn, grow out of the Robert Morris College Mission Statement. The Rationale for MG 504 further accentuates that Organizational Behavior is a natural transition from Communications Skills Courses I-V as its content focuses on influencing others through communication at the interpersonal, group, and organizational levels. Mike's O.B. Rationale includes the statistic that approximately 80% of a manager's time is spent communicating.

A communication enriched Organizational Behavior is, therefore, an applications-oriented course that directly accomplishes the goals of the RMC CSP through the development of interpersonal skills, its emphasis on communications topics, and its use of pedagogical approaches that allow the student to actively experience and practice, as well as being evaluated on, their communication skills.

3. Mike's course goals grow out of his Rationale. To help in both cognitive and affective goal statement, CSP faculty use Benjamin Bloom's and David Krathwohl's *Taxonomy of Educational Objectives* as resources for the creation of their course cognitive and affective goals. To achieve the above Rationale, Mike has decided that students will have to know and be able to do the following:

I. Employ the vocabulary of Organizational Behavior;

II. Identify potential strengths and weaknesses through standardized instruments and/or journal writing;

III. Restate, compare, and apply Organizational Behavior theories and concepts via essay exams, case studies, and written and oral assignments;

IV. Accept and manage individual differences in group situations;

V. Predict and influence others' behavior within groups and across a variety of situations.

In terms of Bloom's taxonomy, the first and third goals foster knowledge and comprehension, while the fifth and sixth goals draw the student

to analysis, synthesis, and evaluation. The second, fourth, and, to some extent, the sixth goals are affective in nature, taking the student from the level of receiving and self awareness to one of valuing individual differences.

In addition, Professor Yahr's students will have to master a number of Communications Skills goals appropriate to the third and fourth year of RMC education (see appendix B).

4. One difficulty faced in all course planning is the synthesizing of the course goals and the material to be covered in the course. The RMC CSP faces the additional difficulty of the integration of various specific communications skills goals. To solve the problem, CSP planners began with a course matrix as delineated by Algo Henderson in "The Design of Superior Courses." Henderson suggests that along one side of the matrix faculty list the course goals; along the other faculty arrange the material to be covered in the course, segmented in some sensible way such as the chapters in a book, the novels of a course, or the themes of a course. Where a goal and a part of the subject matter intersect, the teacher writes an instructional objective or assignment that both meets the course goal and covers the material. We exploited this approach further by including (at the point of intersection, below the assignment) the specific Communications Skills goal(s) that the assignment also meet(s), as noted in the consulting scenario above.

One great advantage to this approach becomes apparent if a faculty member, especially one new to the CSP, decides to change an assignment. To see what course or communications skills goals the replacement assignment must meet, she need only consult the matrix.

An additional benefit has accrued to the Robert Morris CSP Faculty Committee which must pass on all CSP Full-Course Plans before they can be taught. A simple check of the matrix shows if all communications and course goals are being met, a crucial decision since participation in the program mandates that 50% of students' grades in a CSP course must be based on achievement of CSP goals. A quick look at Professor Yahr's matrix confirms that he has included virtually all the CSP goals for years three and four.

5. At this point the CSP faculty member is prepared to write the syllabus: the detailed assignments that are, to the students, the course. Whereas the previous sections of the Full-Course Plan were directed to administrators and other faculty who might teach the course, this section is directed to students. Faculty should practice what they preach and analyze their audiences' knowledge and values, avoiding, for example, overly complex and confusing jargon.

The assignments and an introduction to them as well as other important information about the course, make up the part of the course

plan that Henderson calls an agreement between the students and the professor specifying what each will do in the course. "For the instructor, [the syllabus] becomes a plan of action, for the student . . . an aid to his learning" (108). So the faculty member will want to include at least the following: her name; the course name, number, and section; the location of class and instructor's office; class meeting times; instructor's office hours, telephone number, and e-mail address; and a statement of special accommodations. A statement of the course rationale, a list of goals, and grading procedures should also be included. Any other information that the faculty member deems important, such as a statement on plagiarism, should, of course, also be included. For example in Organizational Behavior, Professor Yahr includes a specific make-up exam policy, honesty policy, and list of helpful hints for writing and research projects in the course.

The remainder of the syllabus consists mostly of the assignments of the course. As mentioned above, these are a synthesis of the goals, both course and communications, from the matrix above. But in the syllabus they are stated in the much greater detail required to meet the ABCD criteria mentioned above.

All CSP Full-Course Plans contain sections providing rubrics and course evaluation methodologies. Mike's Organizational Behavior plan supplies model rubrics for evaluating cases, group dynamics, peer contributions, oral presentations, research, and journal writing. Additionally, Mike has included observer/reactor guidelines and suggestions for nontraditional forms of feedback (e.g. audiotapes) that provide rich reaction to student work but avoid copious and time-consuming corrections and comments.   A section of the course plan concerning course evaluation delineates a half dozen methodologies ranging from surveys examining how comfortable students feel with various management disciplinary genres (as gleaned from the Professional Practitioner Interview), to class-by-class journals observations to portfolios of students writing to class grade comparisons. Mike suggests that at least two of these methods be employed each semester.

We would be remiss if we did not include, as part of our particle view, the perspective of the RMC faculty who participated in the Communications Skills Program. What do faculty think of this communicating-across-the-curriculum effort? An obvious but critical observation concerning the communications transformation process was the centrality of faculty implementation to the success of the CSP program. As one might expect, our inquisitive faculty raised many questions about both the ends and the means. A classic force field developed, where the forces of change confronted the forces for the status quo. Many of the faculty assumed they were adopting a field view when they demanded answers to questions with which the deans were struggling: How would transfer students

be managed?   Would we have appropriate hardware and software to implement the project? How could class sizes be kept to a maximum of twenty? Self-interested but realistic faculty wanted assurances that if student evaluations of the new classes were not favorable, faculty chances for merit pay would not be lessened.

But perhaps the strongest force to maintain the status quo was the inertia of an already overworked faculty. This inertia, for some, was accompanied by a cynicism about the project. A small number of faculty asserted the effort would fall short of its purpose. Under-prepared students and poor implementation could derail the process. And many business faculty believed that the Communications Department was becoming too powerful. New Communications faculty would be hired to teach the first five courses, but it appeared unlikely the same would be true in the business unit. For some, the force field collapsed when the sizable monetary allocation (for stipends for faculty participation, for the creation of five [and the planning of five more] state-of-the-art presentation classrooms, for example) made apparent the RMC administration's commitment to the CSP. For most, the realization that the change was inevitable dovetailed with the genuine desire to improve communications skills and led to restrained optimism that the program would succeed.

This restrained optimism was reflected in a survey measuring cognitive and affective outcomes of the CSP process, administered a few weeks after the workshops ended (see Appendix D). Most of the responses were statistically favorable toward the CSP Faculty Training workshops. While many participants indicated that they were "encouraged to participate," a strong belief in the program's goals was cited as the second most frequent response to the question asking why they joined the seminar. Faculty participants found the practitioner interviews to be valuable. Participants better understood audience and active learning as well as why they were integrating those foundation concepts into their courses. The level of participant involvement in the workshops was high, and they better understood the problems and possibilities of teaching communications skills. Furthermore, faculty were able to mesh course goals with communications skills goals.

Two questions garnered less favorable statistical results. The response to the statement, "Overall, the seminars met my expectations" yielded a bimodal frequency distribution with a mean of 3.5 on a 7 point Likert-style scale. Qualitative comments revealed that while many faculty enjoyed the workshops and the sharing of pedagogy, many did not appreciate the 17-week format. The latter assertion was supported by responses to a statement that the 17-week format was the "best approach." Participants clearly would have preferred a shorter format.

Faculty expectations are now more realistic. We understand that the course and program development processes are nonlinear and dynamic. Corrections, revisions and modifications will, no doubt, have to be made as we implement the course plans. And, ultimately, it will be the student particles that accept or reject our efforts.

Conclusion

Skeptics might argue that our tagmemic heuristic procedure is no more than common sense. Clearly, when good administrators begin new programs, they plan and try to take into account stakeholder issues such as need, cost, and impact. However, we maintain and believe our case proves that the tagmemic heuristic procedure is more than the good intentions or experience of seasoned administrators. A particle, wave, field analysis such as the one outlined here is a repeatable system that allows program planners to examine a program from various stakeholder perspectives. The exhaustive nature of the heuristic, one that we could only suggest in this article, provides some redundancy, but allows analysis from micro to macro levels and rarely leaves issues unexamined. We recommend it heartily.

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Appendix A
Professional Practitioner Interview

ROBERT MORRIS COLLEGE
Communications Skills Opinionnaire/Expert Opinion Survey
for Relevant Field Practitioners

_____
Name of RMC Faculty

_____
Number and Name of Communications-Intensive Course (6, 7, 8, or 9)

_____ _____
Name of Practitioner   Corporation   Position Title

_____
Date

Directions:

The faculty participant summarizes ("walks through") the salient features of the Communications Skills brochure, then places his/her course (names the course) in the context of the required 27 hours (i.e., one of four courses taken at the upper-division level in the major). Following a brief discussion of the impact of this curriculum reform on graduates from Robert Morris College, the faculty participant then asks the following series of pointed questions about the five emphases; writing, speaking, listening, reading, and the use of information technology skills as they pertain to the specific course (name it again) in relationship to the profession. The faculty participant writes answers to the questions during the interview or audiotapes the interview and at a later time fills in the questionnaire form. The faculty participant submits at least a copy of the completed written questionnaire and, if available, a copy of the audiotape to their dean, department head, and the Director of the Communications Skills Program, Courses VI-IX.

QUESTIONS
WRITING: WRITTEN DOCUMENTS

1. What kinds of written document (e.g., proposals, budgets, marketing plans, etc.) do new hires typically have to produce in this position?

2. How long do these documents usually have to be?

3. What audiences (e.g., internal vs. external, professional vs. lay, specialist vs. non-specialist, supervisor vs. peer) do these documents address?

4. What specialized vocabulary do these documents usually contain?

5. What ways do producers of these documents use to prove their position (e.g., logic, mathematics, scientific method, appeal to values)? What are the key parts to the argument?

6. Will you supply me with a sample of any of these documents or instructions for them?

7. What are some specifications for format/structure (e.g., combination of numbers and words, charts, and text) required for written documents in this field?

SPEAKING: MAKING PRESENTATIONS

1. What kinds of oral presentations do new hires in this job typically have to make (e.g., large public speeches, small group meetings, board meetings, sales presentations, etc.)?

2. How long do each of these presentations usually have to be?

3. What audiences (e.g., internal vs. external, professional vs. lay, specialist vs. non-specialist, supervisor vs. peer) do these oral presentations typically address?

4. What specialized vocabulary do these presentations usually contain?

5. What ways do producers of these presentations use to prove their position (e.g., logic, mathematics, charts, graphs, scientific method, appeal to values)? What are the key parts to the argument?

6. Will you supply me with a sample of any of these in video, audio, or written text format or instructions or criteria for them?

7. What are some specifications for format/structure (e.g, without visual aids, with visuals, etc.)

READING

    1. What kinds of documents do new hires typically have to read, i.e., interpret, for this position?

    2. How long are these documents typically?

    3. For what audiences are they written (professional, non-professional)?

    4. What specialized vocabulary do readers need to know to understand these documents?

    5. In what ways do readers of these documents use the information (e.g., for writing other documents, for speaking, for knowledge application, for analysis, for synthesis, for evaluation purposes)?

    6. Will you supply me with an example of typical reading required?

    7. What are some specifications/structure (e.g., balance sheets, graphs and charts, tabular data, etc.) are contained in this reading?

LISTENING

    1. In what kinds of situations do new hires most need close/careful listening skills (meetings, phone conversations, etc.)?

    2. How long at a time do these situations typically last?

    3. What audience role does the listener usually have to play in this situation (e.g., follow instructions, understand general information, provide feedback)?

    4. In what ways do listeners have to respond to prove that they have understood and absorbed the messages (e.g., repeat back, follow up with notes, follow instructions, nod)?

    5. What specialized vocabulary does the listener need to have to listen knowingly?

USE OF INFORMATION TECHNOLOGIES (including computers, video, CD-ROM, telephones, etc.)

    1. What technological instruments must new hires be able to use in writing, presenting, reading, and listening (e.g., computers, videos, telephones, CD-ROM, etc.) in this field?

    2. How do these technologies interface with the writing, speaking, reading, listening (e.g., computers for tabular reports, graphs, and word processing)?

    3. Toward what audiences are these technologies directed (e.g., internal vs. external, professional vs. lay, specialist vs. non-specialist, supervisor vs. peer)?

4. What specialized vocabulary does the user of any of these technologies require?

5. What are appropriate, typical uses of the individual technologies?

6. Will you supply me with a sample of a document or presentation or assignment requiring use of one of these technologies?

7. What typical software or formats do these technologies require (e.g., WordPerfect 6.1, Harvard Graphics, Lotus 1-2-3, teleconferencing, telecommuting, etc.)?

GENERAL QUESTIONS

A. Is there any other thing you would like to add (such as a skills deficiency), which we have not discussed and which you believe needs to be addressed?

B. What advantages do you think the Robert Morris college graduate presently has or will have after the implementation of this skills program?

Appendix B
Communications Skills Goals for
Years Three and Four

Goals for Communications Skills Courses VI-IX

Skills for Critical Reading, Research, and Thinking

Students will demonstrate their knowledge of and ability to:
  3a. analyze self-concept and explore its impact on communication
  3b. analyze the effectiveness of their own and others' communication strategies
  3c. analyze the source of communication problems, including cross-cultural misunderstandings
  3d. apply and analyze the principles of audience analysis to a variety of audiences and situations in order to determine appropriate communication strategies
  3e. perform sustained library research using both print and electronic sources for in-depth projects such as case studies, critical essays, and reports

3f. select appropriate media for communicating with others, including intercultural audiences.

3g. demonstrate self-confidence in these skills areas as related to their majors and their career goals.

Skills for Communicating

Students will demonstrate their knowledge of and ability to:

4a. apply, analyze, and evaluate communications appropriate to their disciplines or professions and develop strategies for resolving communication problems, including cross-cultural misunderstandings

4b. create communications that are clear, coherent, and logically sound

4c. demonstrate a command of standard written and spoken American English, including accuracy in spelling, grammar, and pronunciation

4d. prepare all writing necessary for job searches including re-sumes and letters of application, and conduct themselves effectively during the interviewing process

4e. use appropriate computer software and other electronic me-dia to create professional reports and presentations, includ-ing illustrations and visual aids

4f. use computer software to create appropriate support materi-als for presentations

4g. demonstrate self-confidence in these skills areas as related to their majors and their career goals.

Skills for Communicating in Groups

Students will demonstrate their knowledge of and ability to:

5a. apply communication principles that underlie group problem solving and decision making

5b. apply principles of leadership to motivate groups to achieve organizational objectives

5c. apply strategies for managing apprehension, aggression, and conflict in group interactions

5d. apply strategies for negotiations in group interactions

5e. participate appropriately in all kinds of professional groups.

5f. demonstrate self-confidence in their applications of commu-nications skills in professional groups.

COURSE OBJECTIVES	Bloom's Taxonomy	TOPICS: How do we know what we know. The evolution of management thought. Communication.	TOPICS: Individual Attributes, Motivation, Job Design	TOPICS: Values, Attitudes & Ethics	TOPICS: Groups, Decision-Making & Creativity	TOPICS: Leadership, Power, Conflict	TOPICS: Organizational Culture, Change & Stress
	C = cognitive A = affective						
To employ the vocabulary of Organizational Behavior/Management in written assignments and oral presentations.	C Knowledge	Write definitions of laboratory, field and non-experimental research. 4b, 4c.	List 3 hygiene and 3 motivation factors, according to Herzberg? Do you agree with his categorization? 4b, 4c.	What does Allport mean by aesthetic and political values? How would you manage someone who is high in each value? 5a, 5f, 3a.	Explain social loafing and group polarization in terms a friend would understand. 3d.		Differentiate among artifacts, values and assumptions. How might they affect communication in a firm? 3c.
To identify potential strengths and weaknesses through standardized instruments and/or journal writing.	A Receiving Responding	Describe in your journal your attitude toward learning about history. 3a, 3g.	Determine your Myers-Briggs typology. What does it imply about your strengths and weaknesses? 3a, 3b.	Do you consider yourself an ethical person? Describe a personal action that you consider ethical. 3a.	Engage in the "Creative Problem Solving" exercise on p.305. 3a, 5b.	Take the Thomas-Kilmann Conflict Mode Instrument to determine your preferred conflict resolution style. 3a, 3b.	In your journal, describe the culture at your workplace. Do you fit the culture? 3a.
To restate, compare, and apply O.B. theories and concepts via essay exams, case studies and written and oral assignments.	C Comprehension/Application	Create a testable hypothesis about worker productivity. Identify the independent and dependent variables. 4a.	How does Alderfer's ERG theory differ from Maslow's hierarchy? Explain their use to a new manager. 3d, 3f, 4a, 4b.	Explain how values relate to attitudes. 3a, 3c.	Compare and contrast brainstorming, nominal group technique, devil's advocate and dialectical inquiry. 5a, 4b.	Which type of power is the strongest? Why? What is your preferred type? 3b, 3a.	Draw Lewin's model of change and explain its parts to a consulting client. 3d, 5f.

Appendix C

Course Matrix for Organizational Behavior

Objective	Taxonomy						
To accept and manage individual differences in group situations.	A Valuing		Explain how externals differ from internals. How would you manage each? 3d, 5b.	Play devil's advocate to your group's decision in The Alligator River Story. 5a, 5c.	Employ a "role negotiations" form to resolve problems in your group. 5d, 5c.	What type of leadership style would be appropriate in an O.B. class? Explain. 4a, 4b, 4c.	Write a dialogue between a manager and a subordinate who resists change. 5c, 3d.
To predict and influence others' behaviors within groups and across a variety of situations.	C/A Application Analysis Organization	Provide effective feedback to a member of your group. 5a, 5f, 4a.	Identify high and low monitors in your group. How do they differ in their approaches to group work? 5d, 5a.	How do you manage a worker who exhibits indifference to her job? How would you communicate your feelings? 3d, 3f.	Engage in an oral, group presentation to teach the class on O.B. topic. 4f, 5f, 3f, 3e.	Identify a leader in your group and describe the pluses and minuses of his/her style. 3b.	How would a memo to a superior differ in an adaptive and nonadaptive culture? Write a memo for the former. 3d, 3e, 3f.
To mentally construct and state, in writing, frameworks for solving practical and ethical business problems.	C Analysis Synthesis Evaluation	Suggest a research design for testing the hypothesis in item 3 above and explain it to your boss. 3d, 3f, 4f.	Draw the Job Characteristics Model and explain how "core job dimension" might lead to the "critical psychological states." 4b.	Write a one and one-half page essay resolving a "What would you do?" scenario from the periodical Business Ethics. 4e, 4c.	Explain to a Board of Directors how TQM would change your firm. 5a, 5f, 3d.	Read Robert Jackall's Moral Mazes and write an essay describing what makes for power or powerlessness in an organization. 4a, 4b, 4c.	

Appendix D
Communication Skills Project Survey
N•30 n=19

1.   Why did you volunteer to participate in the communications skills seminars? (Indicate all that apply and prioritize your responses with "1" designating the most important reason.)

     2 strongly believe in the program's goals(8)
     4 personal improvement(5)
     1 was encouraged to participate(11)
     __ promotion/PDR value
     __ stipend
     3 other: expected of me; to meet people from other departments; prefer over teaching another class; only one in department; required to participate.

2.   At this time, are you less or more optimistic about the success of the communication skills program?

very pessimistic					mode(8) very optimistic		
1	2	3	4	5	6	7	(range=2-6)
				x=4.2			

State your reason(s) and why:

     -need to see outcomes from first five courses
     -the program refuses to address transfer students, the majority of our student body
     -if it does what it sets out to do there will be a significant benefit
     -lacks clear model; too broad and unfocused
     -somewhat optimistic because there are a lot of people in the seminar who are committed to improving communication skills and working hard; somewhat pessimistic because the program doesn't seem well organized.
     -no planning done
     -faculty will make it happen
     -need time to see if what we designed is realistic
     -inertia difficult to overcome
     -I have reservations about the availability of resources
     -discussions with faculty teaching the first two courses have lead me to believe they will not give students adequate incentives to use Standard American Edited English in their work.

-commitment of (1) leaders, (2) dollars and (3) institution
-it will boost enrollment
-top down - Machiavellian

3.   Overall, the seminars met my expectations.

did not meet   mode(4) met   mode(4) exceeded
expectations   expectations   expectations
    1   2   3   4   5   6   7   (range=1-6)
                                x=3.52

In what ways were your expectations met or not met?

-speakers and sharing info great
-able to get to know the faculty better
-I might have liked a standardized format for the whole project.
  When I finally finished it there were others that I liked better than
  mine!
-We wanted to work on our courses but were continually forced to
  listen to inappropriate talks.
-professors are opinionated and we already know a lot about com-
  munication skills
-text, handouts helpful, but not used well
-goals foggy; sessions repeated too much; no clear answers given
  to questions
-I thought I would get a lot more guidance.
-It really didn't teach me anything new
-The whole idea is a rehash of twenty years ago
-The emphasis was on "putting" your time in for the week
-Wonderful seminars at times-those allowing lots of give and take
  especially.
-attempts to directly apply WABD criteria confused participants
-got good ideas for my class
-good, collegial cross-discipline assistance
-talking down to faculty, most of whom were more qualified than
  the presenters.

4.   The 17-week workshop format was the best way to approach course
      development.

                            mode(5)
strongly disagree   strongly agree
    1   2   3   4   5   6   7   (range=1-6)
                    x=3

4a. What other format(s) would you suggest?

> -shorten it
> -the few times that we had to work on our own was good
> -could do in 12 weeks
> -better material, sequence of content
> -4-5 week seminar with a couple of weeks of working; I would have
>   preferred one speaker [not 2-3] and then work/discussion time.
> -more instruction on design of writing syllabus and less time on
>   presentations
> -smaller break out groups where problems and issues could be
>   defined, researched and presented back to the group
> -17 weeks is good; suggest more small group projects as opposed
>   to lectures
> -help from comm. people when necessary
> -good pacing
> -in truth, we need continuous training from experts
> -The problem with the seminar was not the format. The problem
>   with the seminar was the lack of content in many presentations
> -Do it over the intersession

5.   Information from the practitioner interview will enhance my course.

    strongly disagree   mode(7) strongly agree
       1   2   3   4   5   6   7   (range=1-7)
                                   x=4.7

6.   I understand how to incorporate the concept of audience in my
      targeted course.

                                          mode(6)
    strongly disagree   strongly agree
       1   2   3   4   5   6   7   (range=1-7)
                                   x=5.5

7.   I understand the anticipated level of development that students
      will have achieved in the first five courses of the program.

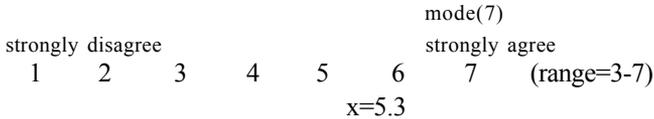   mode(6)
    strongly disagree   strongly agree
       1   2   3   4   5   6   7   (range=1-6)
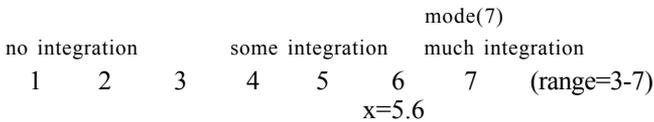   x=4.2

8.   I would describe my level of involvement in the seminars as:

                                        mode(8)
     very low   very high
       1   2   3   4   5   6   7   (range=1-7)
                                   x=5.1
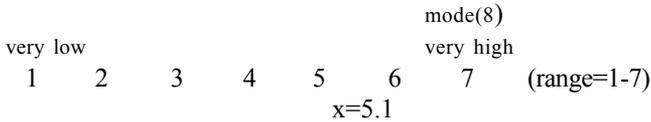
9.   I see how to relate the objectives of my targeted course with the skills objectives for years three and four.

                                        mode(7)
     strongly disagree   strongly agree
       1   2   3   4   5   6   7   (range=3-7)
                                   x=5.3

10. I have integrated materials from the seminars, including active learning, in my course.

                                        mode(7)
     no integration   some integration   much integration
       1   2   3   4   5   6   7   (range=3-7)
                                   x=5.6

11. I better understand the problems and possibilities involved in designing and teaching communications intensive courses.

                                        mode(7)
     strongly disagree   strongly agree
       1   2   3   4   5   6   7   (range=4-7)
                                   x=5.4
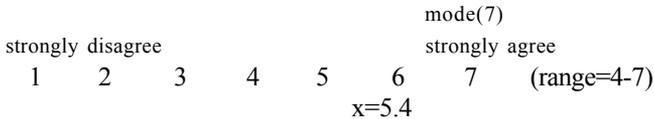
12. What did you like the most about the seminars?

     -Faculty sharing info about the way they have handled the "task"
     -Texts, handouts
     -Presenters/presentations (Dr. Graham)
     -Listening to what people were doing in their classes
     -Getting time to think about course
     -Refreshments
     -group work
     -active learning methods
     -training in course design
     -working across disciplines

13.   What did you like the least about the seminars?

    -When the session is finished, it's finished. shouldn't keep faculty
     to a set "finish" time.
    -Constant belly-aching from some quarters.
    -Some condescending from Communications faculty
    -Lack of model for project
    -Repetition (3 weeks on a grid!)
    -Lack of evaluation data/feedback on courses I-V.
    -Too much wasted time
    -Attitude among participants/instructor-treated without profession-
     alism
    -Some presenters were not in tune with the seminar
    -Why did some people get excused?
    -Not well organized or focused
    -Presentations not very helpful or relevant
    -Venting of political frustration
    -initial negative attitudes of some participants
    -The presentation by Dr. Burley-Allen of warmed over 1970s psycho
     babble was the low point of the seminars.
    -the lack of respect the planners of the seminar had for the audience
     was often evident.

14.   What difficulties do you anticipate in teaching your redesigned,
    targeted course?

    -Getting through all the material in the discipline
    -Dealing with students who have not mastered communications.
    -Most of my students are not going to be properly prepared as the
     program is presently designed
    -Media, resources, classroom design
    -I need to keep focused on how students are reacting to the ideas.
    -None
    -The incorporation of communication skills would be okay, if we
     had a better caliber student
    -The discomfort of change...that will disappear with time and expe-
     rience
    -Wondering whether we've overdone it-too many expectations
    -innovation will be experimental; fine tuning of courses may take
     semesters
    -more work on evaluation means less time for content
    -locating or creating appropriate textbook

-only difficulties if my colleagues award passing grades to those
  who do no communicate clearly and effectively.
-class size must stay at 20!
-the first four courses will not produce what they promised

15.   What difficulties do you anticipate in preparing others to teach the
        communications intensive courses that you designed?

        -None. No one else will teach it.
        -None. Will adjust
        -Time
        -Implementation takes work
        -That they'll believe the whole idea to be a waste of time/effort
        -They will see the incorporation of communication skills as an at-
          tack on course content
        -Will other faculty understand the activities in this course?
        -Some find change difficult
        -no way to convey all that discussed in 17 weeks; ideally all should
          go through this process.
        -I would expect others to accept the premise of communication
          skills without accepting how I chose to approach its goals.

16.   Please list the distributed materials that were most helpful to you.

        -session on rubrics
        -Hendersonian grid (C. Woratschek's style)
        -listening skills
        -soft back text (Bean)
        -different learning styles
        -affective/cognitive goals
        -handouts (active listening, rubrics)
        -Blair Handbook
        -syllabi/grids that were shared
        -could have been told about Journal of Business Communications
          (Library)
        -effective writing
        -handbook from accountant
        -all presenters/materials were informational