SYLLABUS FOR BASIC COMMUNICATION AT GOSHEN COLLEGE

Thesis for the Degree of M. A.
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Elaine Horner Sommers
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This is to certify that the

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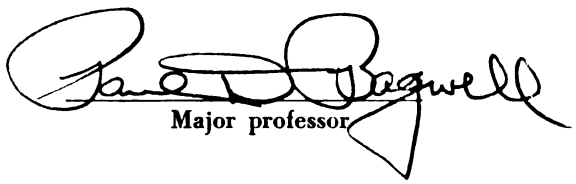

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SYLLABUS FOR BASIC COMMUNICATION AT GOSHEN COLLEGE

By

Elaine Horner Sommers

A THESIS

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CHAPTER I

INTRODUCTION AND BACKGROUND OF THE STUDY

Goshen College is located in northern Indiana in Elkhart County on the main line of the New York Central Railroad one hundred miles east of Chicago. In 1949 its enrollment was 590. It is fully accredited as a standard four-year college by the Indiana State Board of Education, the North Central Association of Colleges and Secondary Schools and the Regents of the University of the State of New York.

The Educational Philosophy of Goshen College

Goshen is a denominational college. Since it serves primarily young people from the Mennonite church, it may be helpful to explain briefly the basic beliefs of the Mennonites. Harold S. Bender, church historian, in The Anabaptist Vision discusses Anabaptism, the so-called "left wing of the Reformation." He identifies the beliefs which remain central in the Mennonite, or Anabaptist, position today.

These beliefs can be expressed in the form of three major emphases: first, that the essence of Christianity is discipleship, that the entire way of life of the individual believer and of society should be fashioned after the teachings and example of Christ; second, that the church is a brotherhood; and third, that the ethic of love and nonresistance should be applied to all human relationships.[1] Mennonites have developed

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[1] Harold S. Bender, "The Anabaptist Vision," Church History (March, 1944) Vol. XIII, 3-24.

closely-knit rural communities in which their religious beliefs are related to their community life and practice.

Religion is also an integral part of the program of Goshen College. "The ideal of service in the Christian spirit is upheld as the goal of the educated man and woman."[2] The Goshen College faculty has developed the following statement called "A Concept of Christian Education."

> Goshen College seeks to provide educational experiences which will enable students to live harmonious, purposeful, and socially responsible lives in the spirit of Christ. The guiding principle in determining the values which the faculty considers most worth striving for in personal and group living is the concept that the essence of Christianity, as set forth in the Scriptures, is discipleship, the transforming of the whole life after Christ. This Christian discipleship is to be expressed in human relations, in the use of time, energy, material resources, and in devotion to the church and its mission. The spirit of brotherhood is to be practiced in all personal and group relationships. Life is to be lived with friend or foe according to the ethic of the love of Christ who came not to be ministered unto, but to minister.
>
> Life thus committed to the way of Christ cannot be segmented into secular and non-secular compartments. The whole of life is to be lived in the context of commitment to the will of God; and therefore, every activity, whether work, recreation, social fellowship, prayer, or meditation, has spiritual significance. The highest expression of faith in Christ who is the way, the truth, and the life, will be found in loving, sacrificial service to one's fellowmen. A belief in the inseparability of faith and life means that in Christian education, living and learning, and content

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[2] Goshen College Catalogue, 1949-50, p. 21.

> and method, cannot be separated. The entire program of Goshen College is planned to help students know Christ as Savior and Lord and to become effective witnesses for Him in a world of economic greed, hate, warfare.[3]

History of Interest in Communication at Goshen College

In addition to understanding the philosophy upon which Goshen College is built, it is helpful to understand what has led to its present interest in introducing a communication course.

In September, 1939, Goshen College began what is now called its general education program. The first two years of the curriculum were designed to provide all students with a broad, general education. At that time no courses in speech, composition, or communication were included in the required general program, although speech and composition courses could be taken as electives.

Since the faculty considered effective writing to be important for all courses, the English Clinic was set up to meet the writing needs of the students. It functioned in the following way. Freshmen and sophomores wrote at least three papers a semester in their general education courses. The student had personal conferences on his writing with a counsellor on the English staff. He attended a lecture on English composition once a week. The student was given three semester hours of credit for this work.

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[3] Adopted by the Faculty of Goshen College on May 5, 1949.

In addition to the English Clinic a course called English 101 was required of all students who scored below the national norm on the Cooperative English Test, a test given during the first week of the semester as a part of the Freshman Testing Program. This course was a study of grammar, spelling, sentence structure, and college reading procedures.

In 1945-46 a faculty committee called the General Education Study Committee began a critical examination of the courses being taught. In 1947-48 they studied English requirements at Goshen College and concluded that the Clinic was not adequately meeting the needs of freshmen. Among their recommendations were the following:

1. That all entering freshmen making a score of 60 or less on the Cooperative English Test should take English 101.

2. That all freshmen should be required to take English 102 during the second semester.

3. That for the academic year 1948-49 one or more sections should be conducted on an experimental basis as classes in communication (reading, writing, speaking, and listening).

4. That the goal of using English effectively be considered a college and not a departmental objective.

The experiment mentioned in point three will be described in detail in Chapter II, pp. 15-17. This experiment indicated that students in the communication section scored just as high on writing skills as those in the traditional type course. Students in the traditional course expressed regret that they had not been given work in speech.

Statement of Problem

Out of this experiment has grown the problem of this thesis. Goshen College, a small liberal arts college, wishes to inaugurate a course in the communication skills as a part of its general education program. The writer has been asked to set up such a course.

Therefore it is the purpose of this study (1) to discover the communication needs of Goshen College students, (2) to deduce from these needs objectives for a communication course at Goshen College, (3) to determine how the objectives can be implemented, and (4) to suggest how the performance of students is to be evaluated in terms of achievement of objectives.

Definition of Terms

There are three main terms in the title of this study. They are "syllabus," "basic communication," and "Goshen College." It is first of all necessary to understand how these terms are used in this work.

"Syllabus" refers to a general course of study, not to a detailed textbook or day by day assignments.

"Basic communication" has to do with the skills of reading, writing, speaking, and listening. It will be explained in detail in Chapter III.

Organization of Thesis

Chapter I has presented introductory and background material; Chapter II will describe a representative freshman class at Goshen College in an attempt to discover their communication needs; Chapter III will be devoted to setting up objectives for a communication course at

Goshen College; Chapter IV will explain how the objectives may be implemented; and Chapter V will suggest ways of evaluating student performance in terms of objectives.

CHAPTER II

DESCRIPTION OF A REPRESENTATIVE FRESHMAN CLASS

In order to devise a course of study one must understand the students for whom the course is to operate and the society in which those students live. In addition one must have a philosophy of education which explains the relationship of the two. This philosophy of education will help answer the question, "Is a course to be built upon the 'felt needs' of the student, of the 'predicated needs' of society, or both?"

The first statement of the "Concept of Christian Education" quoted in Chapter I says, "Goshen College seeks to provide educational experiences which will enable students to live harmonious, purposeful, and socially responsible lives in the spirit of Christ." This statement implies that Goshen College educates students. But it further implies that students are not individuals in a vacuum, but individuals in a society. This chapter will attempt to describe the students for whom this communication course is being set up. Who are they? Where do they come from? What kinds of home and community backgrounds have they had? What do they want to do? What do test results indicate about the communication skills they possess when they enter college?

In order to answer these questions the writer has chosen to describe the freshman class of 1948-49 at Goshen College. This class is chosen as representative for the following reasons: By 1948-49 the

post-war influx of returning CPS[1] men and veterans had tapered off. The 1948-49 enrollment had increased only 6% over 1947-48 (compared with a 73% increase of 1947-48 over 1946-47). The ratio of men to women again approached 1 to 1.[2]

The description of this representative class will be divided into four sections: (1) an examination of data concerning the freshmen in the 1948-49 class; (2) an examination of data obtained from the 1948-49 Freshman Testing program; (3) a report of an experiment in which members of this class participated; and (4) a summary of the findings.

(1) Data Concerning 1948-49 Freshmen

The factual information to be presented in this section was received through a survey conducted by the Goshen College faculty. One hundred eighty-eight students were included.

(a) Age

The median age of the freshmen was 19. The mean age was 19.9.

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[1] Civilian Public Service, camps operated by Brethren, Quakers and Mennonites during World War II for conscientious objectors to war.

[2] Goshen College Bulletin, Vol. XLIII, No. 12, October, 1949, p. 13.

(b) Home and Community Backgrounds

Tables I, II, and III present information concerning the home and community backgrounds of the students.

TABLE I. GEOGRAPHICAL DISTRIBUTION OF 188 1948-49 GOSHEN COLLEGE FRESHMEN

State or Country of Pre-College Residence			
California	1	Ohio	31
Colorado	3	Oklahoma	1
Illinois	24	Oregon	4
Indiana	51	Pennsylvania	27
Iowa	15	Virginia	1
Kansas	3	West Virginia	1
Michigan	5		
Minnesota	3	Canada	5
Missouri	2	Switzerland	1
Montana	3	Austria	1
New York	2	Ethiopia	2
North Dakota	1	France	1

TABLE II. VOCATIONS OF PARENTS* OF FRESHMEN

Agriculture	93	Factory and mechanical	21
Public Service	39	Professions	8
Business	15	Education	8
Construction	19	Miscellaneous	7

*Only 12 reported out of the home occupations for their mothers.

TABLE III. EDUCATION OF PARENTS OF FRESHMEN

Elementary School	220	University	18
High School	72	Unknown	13
College	46	Other (e.g. Nurses training, music)	7

Table I indicates that most of them come from Indiana, Ohio, Illinois, Pennsylvania and Iowa. Tables II and III present information concerning the vocations and education of the parents of 1948-49 freshmen at Goshen College. Table II indicates that agriculture is the predominant occupation of freshmen parents. Table III shows the formal educational background of the homes from which freshmen come.

As noted in Table II, 12 students reported out of the home occupations for their mothers. Only one student came from a home in which the parents were separated. The average number of children in the families from which freshmen came was 4.42. Eleven freshmen were married when they entered college.

One hundred fifty-six of these students were Mennonites; 32 belonged to other religious groups.

(c) Previous Experience of Students

The average interval between high school graduation and college entrance was 1.69 years. One hundred fifty-five indicated that they had held summer or fulltime jobs before coming to college. Table IV suggests the financial status of the freshmen. Most of them would pay at least part of their college expenses through their own earnings during college years.

TABLE IV. FINANCIAL STATUS OF FRESHMEN

Must earn all	41	Scholarship	55
Must earn part	76	GI Bill	15
Parents provide	30	CPS Grant	9
		Other	4

Fourteen of the men had been in CPS camps during the war; thirteen had been in the Army; five had been in the Navy.

Ninety-eight of these students reported having taught Sunday school classes in their home congregations, or having served as an officer in a youth group, or having participated in programs for youth or church groups. Fifty-eight reported having participated in dramatic activities in high school; 60 in student publications; 22 in debate and forensics; 16 in student government. One-third of the students ranked in the upper third of their high school graduating classes.

(d) Purposes and Intents Listed by Students

Tables V, VI, and VII present certain purposes and intentions which freshmen had when they entered college. Table V lists the number of years the students expected to attend college. What percentage of them will carry out their intentions is, of course, not known, although Lloyd Conrad, assistant registrar, estimates that 52% of the entering students will finish college. Table VI lists the purposes checked by freshmen for having come to college. Table VII lists their intended occupations. The largest group is the teaching group. Forty-six students

checked this profession as their intended occupation. The next largest group is undecided about a vocation.

TABLE V. NUMBER OF YEARS STUDENTS EXPECT TO SPEND IN COLLEGE

Undecided	29	Three	9
One	23	Four	65
Two	55	Five	7

TABLE VI. PURPOSES CHECKED BY FRESHMEN FOR COMING TO COLLEGE

Purpose	No. Times Checked	Only Choice
To get a liberal education	46	11
To prepare for a vocation	108	32
For prestige of a college degree	6	
To make friends and helpful connections	61	
For social enjoyment - "College Life"	39	
To get a job	11	1
To prepare for Christian service	51	9
Foregone conclusion, I never questioned why	0	
Will enable me to make more money	10	1
To take advantage of GI Bill	2	

TABLE VII. INTENDED VOCATIONS OF FRESHMEN

Teaching	46	Scientific professions	
Undecided	31		
Business	27	Engineering	14
Medicine	15	Farming	5
Nursing	16	Homemaking	-
Religious work	14	Miscellaneous	9

(2) Data Obtained from 1948-49 Freshman Testing Program

All entering freshman classes participate in the Freshman Testing Program at Goshen College. The tests taken are the following: Cooperative English Test, Cooperative General Achievement Test (I. Social Studies, II. Natural Science, III. Mathematics), Cooperative Contemporary Affairs Test for College Students, American Council on Education Psychological Examination for College Freshmen, Ohio State University Psychological Test, Gates-Strang Health Knowledge Test, and the Goshen College Bible Test.

National norms for these tests, excepting the Ohio State Psychological, Gates-Strang Health Knowledge and Goshen College Bible, have been established by the administration of the tests to 50,000 students in 90 colleges.[3]

On the Cooperative English Test the "average" Goshen College freshman scored 53. The national median score was 57. On the A.C.E. Psychological he scored 108. The national median score was 104.5. He scored above national norms on the Cooperative General Achievement Tests in social studies, natural science, public affairs, and medicine. On these same tests he scored below national norms in mathematics and fine arts. See Table VIII.

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[3] Leaflet concerning "College Norms for All Forms" published by Cooperative Test Division, Educational Testing Service. Further information concerning this may be obtained from the Cooperative Test Division, Educational Testing Service, 20 Nassau St., Princeton, New Jersey.

TABLE VIII. GOSHEN AND NATIONAL MEDIAN TEST SCORES

	Goshen	National
Cooperative English - Total	53	57
Mechanics of Expression	52	55.7
Effectiveness of Expression	53	55.6
Vocabulary	52	57.1
Speed of comprehension	55	59.1
Level of Comprehension	55	57.5
Cooperative Contemporary Affairs - Total	44.5	46.5
Social Studies	33	32
Public Affairs	30	27
Science and Medicine	11	9.7
Fine Arts	3	4.7
A.C.E. Psychological - Total	108	104.5

(3) Report of 1948-49 Experiment

As mentioned in Chapter I, in 1947-48 the General Education Study Committee at Goshen College made the following recommendation: "That for the academic year 1948-49 one or more sections of English I should be conducted on an experimental basis as classes in communication (reading, writing, speaking, and listening)." The writer was in charge of this experiment.

(a) Purpose

The purpose of the experiment was to compare the performance in reading and writing skills of students in a traditional freshman English course with those in a communication course.

(b) Subjects

Section A was the "traditional English" section. There were 19 students in this section in September (1948). Their average score on the Cooperative English test given during the Freshman Testing Program was 52.0.

Section D was the "communication" section. There were 18 students in this section in September. Their average score on the Cooperative English Test was 51.6. The same instructor (the writer) taught both sections. Thirteen students of the 19 in Section A and fourteen students of the 18 in Section D remained in these sections through the first and second semesters until the completion of the experiment in May.

(c) Procedure

In Section A the emphasis was on reading, writing, and formal grammar. Texts used were Perrin, Writers Guide and Index to English,[4] Triggs, Improve Your Reading,[5] Hupp, Mechanics of the Sentence,[6] Harpers the first semester, the Atlantic Monthly the second. Students did workbook exercises on punctuation, spelling, and capitalization. They diagrammed sentences. They learned the terminology of formal grammar. They studied the topic sentence and the paragraph. They wrote many themes and precis.

In Section D the emphasis was on the process of communication and on reading, writing, speaking, and listening as facets of the process. Texts used were Perrin, Writers Guide and Index to English, Triggs,

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4 Scott, Foresman Co., 1942.

5 University of Minnesota Press, 1947.

6 Alice Hyde Hupp, American Book Company, Cincinnati, 1938.

Improve Your Reading, Brigance, Speech Communication,[7] Harpers the first semester, and the Atlantic Monthly the second. Students spent at least half the time in speech, discussion, and listening activities. A constant effort was made to get them to think of writing, or reading, or speaking, or listening not as an isolated activity but as one phase of the whole process of communication. Such items as usage, punctuation, and pronunciation were not taught in separate units, but only as the need for them grew out of activities in which the students were engaged.

At the end of two semesters both groups were again given the Cooperative English Test, and the Cooperative Course Appraisal developed by the University of Minnesota.

(d) Conclusions

Table IX summarizes the average total increases of both sections on the five parts of the Cooperative English Test: vocabulary, speed of reading, level of reading comprehension, mechanics of expression, and effectiveness of expression.

TABLE IX. COOPERATIVE ENGLISH TEST RESULTS

Section	A[1]	D[2]
Average Total Increase	5.85	6.15 [3]
Vocabulary	8.21	4.84
Speed of Reading	6.50	6.53
Level of Comprehension	3.42	4.54
Mechanics of Expression	8.50	4.61
Effectiveness of Expression	3.42	6.54

1 Traditional English
2 Communication
3 The chi-square test reveals that this is not a significant difference.

7 F. S. Crofts and Co., 1947.

The average total increase in Section A was 5.85; in D it was 6.15. The chi-square test reveals that this is not a significant difference. On the vocabulary and mechanics sections of the test students in section A increased more than students in section D. On reading speed, level of comprehension and effectiveness of expression students in Section D increased more than those in A.

Many factors in a college environment might influence a student's reading speed or vocabulary growth. Whether the increases shown in Table IX resulted from the courses A and D or from some other factor in the college environment or in the student is not known. The one item that seems to have significance is that students in the communication section D did as well on the Cooperative English test as those students who had been taught only reading, writing and grammar. No test was made of speaking and listening.

The tabulation of the answers to questions on the Cooperative Course Appraisal is included in the Appendix. There is little significant difference in the answers of the two sections on many of the questions. Every student in section A felt that the course should have included more emphasis on speaking. More people in Section D than in Section A felt that much thought was demanded of them in the course.

(4) Summary

In every freshman class there is a wide range of student ability and need. Any curricular program must be flexible enough to adapt to such differences. (See Chapter 4, pages 47-8.) Nevertheless it is helpful to have in mind the "average" student for whom a course is planned. From the data in this chapter we draw the following picture.

The "average" Goshen College freshman in 1948 was 19 years old. He was one of four or more children in a family from a closely-knit middlewestern Mennonite farming community. He ranked in the upper third of his high school graduating class. His parents had completed only elementary school. He had spent a year between high school graduation and college entrance working on a farm, in a factory or office. He checked these reasons for having come to college:

To prepare for a vocation

To make friends and helpful connections

To prepare for Christian service

To get a liberal education.

He listed as his intended occupation, teaching, business, or was undecided. He had to earn part of his way, expected to attend college either two or four years.

On the Cooperative English Test this student scored 53. The national median score was 57. On the A.C.E. Psychological he scored 108. The national median score was 104.5. He scored above national norms on the Cooperative General Achievement Tests in social studies, natural science, public affairs, and medicine. On these same tests he scored below national norms in mathematics and fine arts.

In 1948-49 students in an experimental communication section did as well on the A.C.E. Cooperative English Test as those in a traditional English section.

One of the most important needs of the "average" Goshen College student is to become articulate, to be able to communicate his ideas and

experiences to others effectively, to understand the communications of others. This is particularly necessary since he likely wishes to teach or to enter business. The data tend to indicate that his vocabulary is inadequate and that his ability to organize written and spoken discourse, his reading speed, and his comprehension of what he reads can be improved.

CHAPTER III

OBJECTIVES FOR A COMMUNICATION COURSE AT GOSHEN COLLEGE

Importance of Communication Skills for Goshen College Students

The foregoing chapter describes the students for whom this course is planned. If it were not for the process of communication, these students (or any others) would be unable to participate intelligently in the life and thought of our time. Understanding the cultural heritage is dependent on the process of communication. Solving local, national, and international problems through communication is the alternative to solving them through fist or bomb. It is not surprising to find in the Report of the President's Commission on Higher Education such a statement as the following: "Developing the skills of communication is perhaps the least debatable of the objectives of general education."[1]

Developing the skills of communication is closely related to the educational purposes of Goshen College. Included in the "Concept of Christian Education" quoted in Chapter I (page 2) are these statements: "This Christian discipleship is to be expressed in human relations, in the use of time, energy, material resources, and in devotion to the church and its mission. The spirit of brotherhood is to be practiced in all personal and group relationships." To carry out these intents

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[1] Higher Education for American Democracy, A Report of the President's Commission on Higher Education, (New York: Harpers, 1947) p. 52.

without proficiency in the communicative skills would appear difficult. Both of the foregoing statements of Christian Education imply that it is necessary to develop, for example, the ability to participate in group problem solving (discussion), skill in persuasion, and the ability to listen with discrimination and understanding. A basic communication course at Goshen College should attempt to develop these skills and abilities.

Definition of "Basic Communication"

The term "basic" in the title of a communication course simply means that the course is considered fundamental.

The term "communication" has been used often in this discussion. It merits further explanation. The following four statements about "communication" have been selected for the purpose of defining the term in the sense in which it is used throughout this thesis:

(1) Borchers and Wise[2] define it in this way:

> Communication is any process by which one living organism is able to stir up meaning in another. Such communication is of two types, symbolic and non-symbolic. . . Words may be thought of as one of the symbolic methods of communication, a method employing audible symbols produced by the speech mechanism, or visible symbols, such as the print on this page representing the sounds as produced.

(2) Wilbur Samuel Howell[3] writes:

> Communication is a term used to designate intercourse by words, letters, and messages. . . Before the process of

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[2] Gladys L. Borchers, Claude M. Wise, Modern Speech (Harcourt, Brace and Co., 1947), p. 254.

[3] Wilbur Samuel Howell, Problems and Styles of Communication (New York: F. S. Crofts and Co., 1945), p. 2.

> communication can begin, there must be a human being with something to say and a language to say it in. Before the process can get beyond its initial phases, that human being, whether a speaker or writer, must select and arrange words from that language, this selection and arrangement being controlled and dictated by the conventions of the language and by the meaning of the things to which the words refer. Before the process can reach its completion, there must be at least one other human being who receives the arrangement of words and comes thereby to understand the meaning seen by the author in the things designated by his words.

(3) F. Earl Ward[4] also explains communication:

> It implies social activity. It is always between people, a speaker and his listeners, a writer and his readers. It depends for its success or failure on who the people are, where they are, and why they are engaging in communication at a particular time and place and for a particular purpose. It is not complete until a listener or reader has responded by considering what has been said. He must have understood it, reflected upon it, evaluated it in the light of what he knows about people and the world, and finally accepted or rejected it in whole or in part.

(4) The Department of Written and Spoken English at Michigan State College[5] has developed the following description of good communication and has stated the criteria by which its effectiveness may be judged.

> Good communication is that which is clear, socially acceptable, effective, and socially responsible. Communication is clear when it results from an awareness, conscious or unconscious, of the signs of structural meaning: it is clear when it is unambiguous, structurally and lexically, and when it is organized in terms of purpose and intention. Communication is socially acceptable when it is acceptable to the community

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[4] F. Earl Ward, English for Communication (New York: Macmillan Co., 1949) p. v (preface).

[5] Philosophy Committee, Department of Written and Spoken English, Michigan State College, 1949.

> in which the user lives and works. Communication is effective when it is forthright, simple, specific, and adaptable to the audience, in intention, tone, meaning, construction, etc. (responsibilities to the reader and listener). Communication is socially responsible when it is grounded in observable fact, in honestly contrived opinion, in an awareness of personal and social bias, when it contributes to understanding and harmony among the greatest number in a democratic society.

Implications of These Definitions

The foregoing statements about "communication" express a point of view which differs from that upon which traditional speech and composition courses have been built.

The authors of these statements look upon communication as a highly complex symbolic process through which people are able to stir up meanings and feelings in one another. Before this process of stirring up meanings and feelings can take place, the following conditions must exist. There must be a person who wishes to communicate something to another person or other persons. They must desire to receive his communication. There must be a common set of symbols. (We are here concerned with verbal symbols, or language.) And there must be agreement among the people concerning the meaning of the symbols used. Communication has not taken place until the receiver (reader or listener) understands clearly the meaning of the message being transmitted by the writer or speaker.

The outstanding concept which emerges from these observations is that the process of communication must be considered as a whole. It is not merely a sum of separate parts. It is a "Gestalt", a whole pattern in which all parts are interacting.

In educational practice, however, the process has been split into pieces. Traditional courses in composition and speech have emphasized the techniques of transmission with little or no regard for the concomitant techniques of reception. They have disregarded the fact that there can be no communication unless the messages conveyed through speaking and writing have been understood through listening and reading. Only recently have college teachers of speech attempted consciously to make the teaching of listening a part of their traditional speech courses. Also only recently have English teachers attempted to add training in "reading for meaning" to the traditional freshman composition course.

Writing and speaking have been taught in separate courses as though they had nothing in common and no relationship to one another. Writing has been further sub-divided into such segments as punctuation, rules of grammar, and organization. Former teachers of speech now in the field of communication point out that speaking has been sub-divided into such segments as gesture, pronunciation and enunciation, and organization. It has further been assumed, in many cases, that by mastering rules concerning these separate parts, students learn to speak and write well.

Evidence that such atomization has existed can be obtained by (1) examining stated objectives of college composition and speech courses, (2) reading descriptions of such courses in college catalogues, and (3) examining the textbooks used in such courses.

Not only has a process which must be regarded as a whole been split into parts, but the function of these parts in real life situations has been ignored. This is evident from the facts of a study done in 1929 by Paul T. Rankin, Supervising Director of Research and Adjustment, Detroit Public Schools.[6] In this comprehensive study of adult communication habits covering a period of 60 days Mr. Rankin found that 74% of the adult's communication time was spent in oral language activity. Of this amount 42% was spent in listening and 32% in talking. In addition he found that the average adult spent 15% of this time reading, and 11% writing. He then directed his attention to the educational program of the Detroit Public Schools for the purpose of finding the percentage of time devoted to training students for these communicative activities. He concluded that for the grades one through eight, 10% of the total school time devoted to training in communication was used for training in oral expression; 30% for written expression; 8% for listening, and 52% for reading. In other words, he discovered that the educational emphasis was inversely proportional to the amount of time spent in these communicative skills in actual life situations.

Articles in the professional journals (e.g. College English, The Quarterly Journal of Speech) have reflected dissatisfaction with the total picture just presented, and out of this dissatisfaction with the

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6 Paul T. Rankin, "Listening Ability, Its Importance, Measurement, and Development," Speech to Education and Mental Test Section, Ninth Annual Session, Ohio State Education Conference, Chicago School Journal, Vol. XII, No. 5, Jan. 1930, pp. 177-179 and No. 10, June, 1930, pp. 417-420.

status quo has grown the interest in developing the communication course.[7]

Summary of Point of View Used as Basis for a Communication Course

From the foregoing discussion it can be seen that the communication course is built upon a different set of assumptions than is the traditional speech or composition courses. These assumptions may be summarized as follows.

1. In order to live effectively in our society, students must be able to communicate their experiences and ideas to others and to understand communications from others.
2. Communication is a complex symbolic process by which people stir up meanings and feelings within one another.
3. For communication it is necessary that there be two or more people, one of whom desires to communicate something and one who has a desire to receive the communication, a common language, and agreement among the people as to the meaning of the word symbols used.
4. Before the act of communication is complete the receiver (listener or reader) comes to understand definitely and precisely the meaning and emotional content of the message being transmitted by writer or speaker.

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[7] See Mary Helen Goff, "The Present Status of Basic Communication Courses on the College Level." Unpublished Master's Thesis, Illinois State Normal University, 1943.

5. Success in communication depends upon the ability

to think clearly and vigorously using word symbols,

to read and listen with discrimination and sympathy,

and to speak and write so that others may understand

and sympathize.

From this point of view the writer has derived the following objectives for a course in basic communication for Goshen College freshmen. The objectives are divided into three sections: (1) Knowledge and Understanding, (2) Skills and Abilities, (3) Attitudes.

Objectives for a Communication Course at Goshen College

Major objective: To enable the student to contribute positively to the society in which he lives through improved ability to listen, read, speak, and write.

KNOWLEDGE AND UNDERSTANDING

1. Of the communication process

   a. That it is two-way, adapted to the auditors.

   b. That it is purposive.

   c. That it employs symbols which are not always interpreted alike by all people.

2. Of the differences and similarities in written and spoken discourse.

3. Of the levels of English usage.

4. Of patterns of organization, e.g., time order, cause-effect, problem-solution.

5. Of acceptable usage of grammar, punctuation, spelling, capitalization, articulation, and pronunciation.

6. Of the use of the voice and bodily action in oral communication.

7. Of a vocabulary large enough to express and understand a wide range of experiences.

8. Of propaganda devices and how they are used to influence human behavior.

9. Of library research methods (a) where to find reference and source materials, (b) how to use them, (c) how to evaluate such material, (d) conventions of documentation in written reports.

SKILLS AND ABILITIES

To develop in the student:

1. Ability to read more rapidly and comprehend more accurately written communication.

2. Ability to listen critically with sympathy and understanding to oral communication.

3. Ability to present ideas clearly and effectively to an audience of readers or listeners in many communication situations, e.g. introducing a speaker, writing a business letter, presenting an oral or written report, writing summaries, taking part in conversation.

4. Ability to plan, lead, and participate responsibly in group discussion.

5. Ability to find, select, and organize material worth communicating.

6. Ability to do sound reasoning, deductive and inductive, and to recognize fallacies of reasoning.

7. Ability to be poised and confident in oral communicative activity, and to participate in such activity with increasing pleasure.

8. Ability to write with clarity and confidence and to do so with increasing pleasure.

ATTITUDES

To develop in the student:

1. Concern for the consequences of communication and a commitment to honesty and sincerity in what he says and the purpose for which he says it.

2. The conviction that (a) every man may express his ideas, and (b) every man's ideas must be evaluated critically.

3. The conviction that his own ideas must be supported with evidence.

4. Recognition of personal bias.

5. A realization that language is dynamic.

6. Recognition of the significance of language in human affairs.

7. A continuing interest in developing the ability to speak and write effectively.

8. A realization that although he learns to speak fluently and write with ease, unless he has love for God and his brother, it is of little worth.[8]

Summary

This chapter has attempted to (1) show why developing the communication skills is important for Goshen College students, (2) explain the process of communication, (3) identify the assumptions upon which a communication course is built, and (4) set up objectives for a basic communication course at Goshen College.

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[8] See Appendix for list of statements on speech from the Bible.

CHAPTER IV

IMPLEMENTATION OF OBJECTIVES

This chapter will attempt to do three things: (1) explain the limitations under which this syllabus is set up, (2) present the syllabus, (3) suggest briefly how the course can be adapted to individual differences.

Limitations of Syllabus

Goshen College is on the semester system. Three hours per week and thirty weeks of class time are available for the communication course. This framework must be kept in mind as the course is planned.

For several reasons it seems unwise to work out detailed day by day assignments for the course. In the first place, in order to keep abreast of current issues, it seems advisable to have students read live literature in current periodicals, e.g. Harpers and Atlantic, rather than to choose an anthology as a text for reading. This precludes listing specific reading assignments in the syllabus, although it does not mean to suggest that students must read only current literature.

A second reason why the inclusion of daily assignments seems unwise is that even though one has a general understanding of a student body (See Ch. II), one cannot predict particular needs of all groups. A course of study must be flexible enough to be adapted to particular needs.

Neither can one predict all the activities which may occur in the college or larger community that can be used in a communication course. At the time this thesis is being written (spring, 1950) citizens of the United States are interested in Senator Joseph McCarthy's statement that

Owen Lattimore, State Department Consultant and Far Eastern authority, is a Communist. One can visualize students in a communication course comparing accounts of this in different newspapers and periodicals, listening to radio commentators, attempting to discover whether or not propaganda devices are being used, identifying the devices used, attempting to identify sound and faulty reasoning, trying to recognize personal bias, and so on. Students could speak, write, read, discuss, on phases of this subject. Similarly, one cannot predict what may happen in the local college community which would be of interest to communication students. It may be more important for them to hear a campus visitor than to carry out scheduled class activities. Since more than one instructor will teach the course, a too detailed plan would limit the instructor's freedom.

For these reasons the units developed here will be flexible and general rather than rigid and specific. It is hoped that the syllabus will be modified as it is used. It is hoped that each person who teaches the course will add his contribution and that students who take the course will add theirs. This can be only a beginning.

Explanation of Procedure

In evolving the course of study itself the writer has used the following procedure:

The objectives developed in the previous chapter have been placed in column one of Table X.

Opposite each objective, in column two, which is labeled implementation, are listed ways of implementing the objective. Column two is not

meant to be exhaustive. Neither is it assumed that one two-semester course, meeting only three hours a week, could utilize all the activities mentioned there. Also in column two is a space for checking whether the suggested activity would be carried on in or out of class and a space for indicating approximately how much time would be utilized in it. The time is only approximate. Unless otherwise specified, it is listed in class hours. In cases where it may vary for different instructors and students it is marked with the symbol V. As the course is taught this column can be filled in more accurately.

Column three is labeled evaluation. Chapter V will discuss some of the problems faced in evaluating student performance in terms of achievement of objectives. It is hoped that column three can be filled in as the course is taught.

It should be noted that most of the activities suggested in column two can serve many of the objectives listed. For instance, a single paper by a student should teach that student something about the communication process itself, something about how to organize materials for presentation to readers, about levels of English usage, about acceptable grammar and punctuation. It should help him to develop the attitudes listed in the previous chapter.

From Table X the writer, keeping in mind the limitations mentioned, will select activities and organize them into units.

TABLE X. IMPLEMENTATION OF OBJECTIVES

OBJECTIVE	IMPLEMENTATION	In Class	Time Out of Class		Time	EVALUATION
Knowledge and Understanding of						
1. The communication process a. That it is two-way, adapted to auditors b. That it is purposive c. That it employs symbols which are not interpreted alike by all people.	Listen to lectures on the process of abstracting.	✓	/			Quiz students on lecture content.
	Read about the process of abstracting. e.g. in Hayakawa's Language in Action, Chase's The Tyranny of Words.	✓	/			
	Discuss this reading assignment.					
	Let each student write a definition of "democracy, idealist, realist." Compare.	✓	/			
	Have each student read articles in Atlantic of Harpers and state the author's purpose.			✓	V	Check by concensus.

OBJECTIVE	IMPLEMENTATION	In Time		Out Time		EVALUATION
	Have each student keep a record of purposes of chapel and other speeches.			✓	V	Check by concensus.
2. Differences and similarities in written and spoken discourse.	Listen to speeches and read articles on the same subject. Compare.	✓	1	✓	3	
	Give speeches, write articles on same subject.	✓	3			
3. Levels of English usage.	Have students read e.g. Chapters 1 and 2 in Perrin's Index to English.			✓	V	
	Let students share differences in dialect represented in class, examples of shoptalk they have learned on their jobs.	✓	1			
	Let students listen to recordings showing difference in levels	✓	1			
	Let students examine samples of written	✓	1	✓	2	

OBJECTIVE		IMPLEMENTATION				EVALUATION
		In	Time	Out	Time	
	and spoken communication and identify its level of usage.					
4. Patterns of organization	Write a series of chronological paragraphs.			✓	2	Read the paragraphs. Apply theme-rating scale.
	Write a series of descriptive paragraphs.			✓	2	
	Write a series of paragraphs using logical organization.			✓	4	
	Give a speech using problem-solution order.	✓	4	✓	4	Listen to speeches. Let class help evaluate.
	Give a speech using chronological order.	✓	4	✓	4	
	Listen to speeches from pulpit, platform or radio. Explain their organization.	✓	1	✓	V	
	Read speeches. Analyze them.	✓		✓	V	

OBJECTIVE	IMPLEMENTATION	In	Time	Out	Time	EVALUATION
	Analyze an article in current Atlantic or Harpers. Explain its organization.	✓	1	✓	3	
	Organize a research paper.	✓	2	✓	V	
	Read e.g. Ch. IV. in Brigance and 3 and 4 in Perrin.			✓	V	
5. Acceptable usage of grammar, punctuation, spelling, capitalization, articulation and pronunciation.	This is a part of each speaking, writing, listening, reading activity.					
	Let each student keep a record of words he misspells on his papers and give careful attention to those he habitually misses.					
	Explain in class the rules for doubling final consonants and dropping silent "e".					
	Show film stips on punctuation.					
	If student uses sub-standard usage in a					

OBJECTIVE	IMPLEMENTATION	In Time	Out Time	EVALUATION
	speech or paper, explain to him the socially accepted usage. These explanations should grow out of classroom activities. If student mispronounces a word, suggest that he check it in a dictionary. Help him to see mispronunciation as a detail which may prevent his listeners from getting his speech as a whole. If necessary, explain how to read diacritical marking.			
6. The use of the voice and bodily action in oral communication.	Record voice; listen to it critically. 2 Listen to voices of speakers from pulpit and platform, on the air. Discover what makes them effective or ineffective. 1			

OBJECTIVE	IMPLEMENTATION	In Time	Out Time	EVALUATION
	Observe bodily action of speakers. Present many speeches to the class and in extraclass situations. Read e.g. Brigance Ch. III			Listen to speeches. Use speech rating scales.
7. A vocabulary large enough to express and understand a wide range of experiences.	Keep 3x5 filing cards of new words, stating the meaning of the word and how you saw or heard it used. Study mimeographed sheets on prefixes and suffixes. Constant speaking, reading, listening, writing. Listen to lectures and participate in discussions on the dictionare and how to use them. Let students describe			

OBJECTIVE	IMPLEMENTATION	In Time	Out Time	EVALUATION
	in specific words a place or situation, incorporate this into a paper. Read e.g. Perrin. Chs. 7 and 8.			
8. Propaganda devices and how they are used to influence behavior.	Analyze as advertisement from a current periodical. Write a brief paper on it. Present it orally to the class. Discussion topic: to what extentare propaganda techniques used through press and radio? Lecture (by student, to be supplemented by the instructor) What are the propaganda devices? Analyze a speech for Propaganda devices.			
9. Library research methods.	Tour library.			

OBJECTIVE	IMPLEMENTATION	In Time	Out Time	EVALUATION
a. where to find reference and source materials b. how to use them c. how to evaluate sources d. conventions of documentation	Read and discuss e.g. Perrin Chs. 12 and 13. Write a research paper, ✓ Choosing a topic Limiting it Organizing it Taking notes Documenting it Revising it		✓ Six Weeks	
Skills and Abilities				
1. Ability to read more rapidly and comprehend more accurately written communication	Listen to Lecture: Skills in Reading Let one or more students read and share with classmates Adler's How to Read a Book. Read in Harpers, Atlantic Have students listen to many lectures, speeches.			Test for (1) reading for main idea (2) reading for details (3) speed (4) comprehension

OBJECTIVE	IMPLEMENTATION	In Time	Out Time	EVALUATION
	After a round of speeches in class, quiz them on information and attitudes classmates expressed in speeches. Lecture: Suggestions on Effective Listening Spend several class periods having them read and listen to poetry.			
3. Ability to present ideas clearly and effectively to an audience of readers or listeners in many communications situations.	<u>Speech</u> Introduce a speaker. Demonstrate how a thing works. Sell an object to inform e.g. as to Science Club, Home Ec. Club, Areo Club. <u>Writing</u> Write a friendly letter a business letter an abstract of an article. Report an event in news style for <u>record</u>* *College paper			

OBJECTIVE	IMPLEMENTATION	In Time	Out Time	EVALUATION
	(During discussion session: Write a "Secretary's report" of the meeting.)			
4. Ability to plan, lead, and participate responsibilty in group discussion.	Read Ch. VIII Brigance Discuss what discussion is role or leader, role of participant. Have several group discussions. First day- let group cooperatively choose subject, leader, recorder. Suggest sources. Second day- Small Committee meetings Third day- Discussion Fourth day- Evaluation			Participation chart. Listen to discussion on recorder.

OBJECTIVE	IMPLEMENTATION	EVALUATION In Time	EVALUATION Out Time
5. Ability to find, select, and organize material worth communicating.	This should be an integral part of every speaking and writing assignment.		
6. Ability to do sound reasoning, deductive and inductive, recognize fallacies in reasoning.	See Eubank and Auer, Ch. 8. See A.H. Monroe, Ch.6 Let students identify sound and faulty reasoning from given sample		
7. Ability to be poised and confident in oral communicative activity and to participate in such activities with increasing pleasure.			
8. Ability to write with clarity and confidence and to do so with increasing pleasure.			
<u>Attitudes</u>			
(See Ch. III) pg. XXVIII and XXIX.	These attitudes should be pervasive. The instructor should be aware of them constantly.		

*Books mentioned in this chart are listed in the bibliography.

From Table X the writer, keeping in mind the limitations mentioned earlier, has selected certain activities and organized them into units. These units follow.

Unit I Orientation 2½ weeks

In this unit (1) we take inventory, (2) we set up our goals.

Each student gives a three to five minute speech in class on his own previous speaking experience. He may talk, for example, about the first speech he ever gave. He may describe a speech course he took in high school. If he has never given a speech, he may wish to talk about a speaker he enjoys hearing. The instructor should create a classroom situation which makes this first sharing a genuine communicative experience for the students.

Each student writes a paper on his previous writing experience. He may explain how he wrote a research paper in high school. He may say that he has written only four papers in his life and that his high school English courses covered grammar and literature. He may say he has always hated writing. He may write about having had a poem accepted for publication. This should give the instructor some idea of the previous writing experience of the group and of their present level of writing.

Students listen to a lecture on listening skills. They may be quizzed on their understanding of the content.

Students read about reading. Frances Triggs' Improve Your Reading is suggested. (See Bibliography.) They get some idea of the importance of reading, of the different purposes of reading, of the possibility of

improving their own reading speed.

Students are handed mimeographed copies of Table X. They discuss the objectives. Each student sets up his own goals. Together they set up group goals.

Unit II The Communication Process 5 Weeks

Students listen to lecture on process of abstracting, read about it, discuss it.

By sharing definitions (written or spoken) of familiar words, they discover that symbols are not interpreted alike by all people.

They discover that there are different levels of usage. (See 3 under Knowledge and Understandings in Table X.)

They see that language is basic in all facets of the communication process. They work out a plan for increasing their own vocabularies. They learn about the use of the dictionary. (See 7 under Knowledge and Understandings in Table X.)

They speak and write on the same subject and attempt to discover the similarities and differences in the two modes of communication.

Through listening and reading, they attempt to discover purposes of communication, to inform, to persuade, to entertain.

Unit III Exposition 7 Weeks

In this unit students attempt to discover what makes expository communication effective. The emphasis must be on helping the students to do effective expository communication.

They study patterns of organization and outlining. (See 4 under Knowledge and Understandings, Table X.)

They listen to an expository lecture, following which they are quizzed on their comprehension of the lecture.

They try to improve their ability to read expository material. Harpers and Atlantic may be used as sources. (See 1 under Skills and Abilities, Table X.)

They give demonstration speeches.

They write a paper to inform (approximately 500 to 1,000 words).

They write a news article for the college newspaper.

They learn that voice and bodily action are important in expository speaking. (See 6 under Knowledge and Understandings, Table X.)

They study the nature of proof. (See 6 under Skills and Abilities, Table X.)

Unit IV Persuasion 4½ Weeks

Students study propaganda devices and how they are used to influence behavior. (See 8 under Knowledge and Understandings, Table X.)

They write a persuasive article.

Through a speech they attempt to sell an object or an idea.

They read persuasive communication.

They listen to persuasive communication (e.g. their classmates' speeches.).

They attempt to relate what was learned in the previous unit about organization, reasoning, effective speech, to this unit also.

Unit V The Long Written and Spoken Report 6 Weeks

In this unit students carry out two major activities. They write a library research paper. (See 9, Knowledge and Understandings, Table X.) This should teach them the procedure they can follow in writing such reports through their college experience. They also present a long spoken report to the class on the same subject. In both of these activities they will be expected to practice what has been learned up to this point in the course.

Unit VI Group Discussion 4½ Weeks

Students discover the nature of discussion, the role of the leader, the role of the participator. (See 4 under Skills and Abilities, Table X.)

Students carry out one or two discussions.

In this unit particularly there is opportunity to observe evidence of the attitudes listed in Section III(Attitudes) of the course objectives.

Adaptation to Individual Differences

It may be helpful to list briefly several ways in which this material may be adapted to individual differences.

The usual classroom methods apply here as well as in other courses. It is expected that the instructor should be able to guide abler students into challenging supplementary work and that he should be able to modify demands on less able students. The instructor may use extra-class conferences with individual students.

In addition to these methods, it would seem desirable to section students on the basis of (1) a theme written during Freshman Test Period, (2) a short speech given during Freshman Test Period, and (3) total score on the American Council of Education Cooperative English Test. It is recognized that this suggestion presents certain problems which will have to be resolved in practice.

A third method of adapting the program to individual differences is to provide supplementary laboratory meetings, perhaps once a week, for those students who have particular difficulty with writing and reading.

Summary

This chapter has attempted to do three things: (1) explain the limitations under thich this syllabus is set up, (2) present the syllabus in two parts, Table X, and organization of activities present in Table X into units, and (3) suggest briefly how the course can be adapted to individual differences.

CHAPTER V

EVALUATING STUDENT PERFORMANCE IN TERMS OF OBJECTIVES

Evaluating student performance in terms of objectives presents difficult educational problems which the writer does not presume to solve. Franklin H. Knower[1] says of evaluation in communication, "We have need for much work in the construction and analysis of tests. But until that work is done and we have discovered the necessary formula, we will not do well to operate as if we knew the answers. . . .It is far better educational policy to develop programs which are not too heavily dependent upon tests in the meantime". This chapter will attempt (1) to review briefly methods of evaluation which have been used in the past and (2) to mention research now being done on the problem.

Review of Objective Methods of Evaluation

Of the facets of the process of communication, reading has been the object of the most research. There are available a number of tests which measure reading rate and comprehension. Among these are the following:[2]

1. Iowa Silent Reading Tests, Green, Jorgensen, Kelley, World Book Company. Level: Grades 9-13. Four forms.

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[1] Franklin H. Knower, "Practical Principles and Procedures in Testing the Communication Skills," Papers Given at a Conference on College Courses in Communication, Chicago, 1947, p. 61.

[2] For a list of additional reading tests see Ivadell Brause, "A Remedial Reading Program," North Central Association Study on Liberal Education Workshop in Higher Education, University of Chicago, Summer 1949 (mimeographed).

2. Minnesota Speed of Reading Test for College Students. Alvin C. Eurich, Minneapolis: University of Minnesota Press. Level: Grades 12-16. Two forms.

3. Minnesota Reading Examination for College Students. Eurich and Haggerty, Minneapolis: University of Minnesota Press. Level: Grades 9-16. Two forms.

4. Nelson-Denny Reading Test. Nelson and Denny, Boston: Houghton Mifflin. Level: Grade nine-college. Two forms.

5. Reading Comprehension. Cooperative English Test. Form C2. New York: Cooperative Test Service. Level: Grades 11-16.

The criticism which is sometimes leveled against such tests is that they provide an artificial reading situation for the student because of the time pressure to which he is subjected and because of the brevity of the reading passages. It is sometimes argued also that they do not measure the student's ability to assimilate what he has read into his own pattern of experience. Although they may not be entirely satisfactory, such reading tests are conceded to be the best instruments for measuring reading skills that have yet been developed.

The Cooperative English Test, as mentioned in Chapters I and II, is used for diagnostic purposes at Goshen College. In addition to the section on reading, the Cooperative English Test has sections on grammar and syntax, punctuation and capitalization, spelling, sentence structure and style, active vocabulary, and organization. Of this test Robert C. Pooley[3] says, "It is one of the best tests available in the field of English skills. Its principal defect is shared by all other objective

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[3] The Third Mental Measurements Yearbook, Oscar Krisen Buros, editor, (Rutgers University Press, 1949), p. 122.

tests in English: it does test ability in English, if ability is defined as the power to correct errors, to proofread, to organize or reorganize material composed by others. It does not test the power to compose English and should therefore be used cautiously in the placing of students in ability groups or in the sectioning and exemption of college freshmen.

Other objective tests of the "English skills" are these:

1. Diagnostic Test of Composition Skill. Developed by Benjamin B. Hickok, Department of Written and Spoken English, Michigan State College in cooperation with the Board of Examiners.

2. Iowa Placement Examinations: English Aptitude: Series EA1, Revised. Grades 12-13. Bureau of Educational Research, State University of Iowa.

3. Correctness and Effectiveness of Expression: Tests of General Educational Development: College Level, Test 1, 1944-45. Prepared by the U. S. Armed Forces Institute, published by the American Council on Education.

Mr. Pooley's comment would probably apply to these also. Since such tests are not directly related to the major goals of the communication course, they can have only limited value as instruments of evaluation in a communication program.

Subjective

Long ago Aristotle pointed out that rhetoric is evaluated by the judges, or listeners. Perhaps the best test of a given speech or composition is still what discriminating listeners or readers think of it. Examination of pupil work products, use of student-teacher opinion, observation of student behavior, and use of rating scales remain important methods of evaluation.

The rating scale is an attempt to objectify subjective judgements. Criteria on which communication may be judged are set up. Students and staff members reach cooperative definitions of these criteria. Student themes and speeches are then rated on the scale. Occasionally, students may rate their classmates. An excellent training activity for members of a communication staff is to have all staff members rate the same speeches and themes and compare and discuss their ratings.

Examples of rating scales are given in the Appendix. One caution in the use of the rating scale is that raters should regard the performance to be evaluated as a whole and not as a sum of isolated parts.

The Cooperative Course Appraisal listed in the Appendix is an example of the student opinion type of evaluation. Evaluation of listening ability is an area in which there is much interest at the present. A listening test can consist of oral directions on how to listen, a short lecture, and questions on the lecture. Perhaps the most extensive work to date on the testing of listening has been done by Dr. Ralph Nichols at the University of Minnesota. Clyde Dow and other members of the Department of Written and Spoken English at Michigan State College are now working on methods of evaluating listening skills.

Present Research on Methods of Evaluation

Also at the time this thesis is being written (Spring, 1950) a project is underway, under the sponsorship of the American Council of Education, called the Cooperative Study of Evaluation in General Education. The Inter-College Committee on Evaluation in Communication Objectives is using a method called the "critical incident" technique, developed by Dr. John C. Flanagan, Professor of Psychology at the University of

Pittsburgh, This technique consists of collecting reports of behaviors that make the difference between success and failure in a given communication situation. When the committee has gathered a large number of such incidents from many different colleges and universities, it is hoped that there will be a clearer basis for defining effective and ineffective communication in terms of behavior.

Evaluating achievement of attitudes also presents difficult problems to the teacher of communication. How does one go about measuring whether or not a student has developed a "concern for the consequences of communication"? How does one evaluate whether he has developed a conviction that in a democratic society every man should be allowed to express his opinions? Perhaps the group discussion, more than any other activity, lends itself to the observation of evidences of such attitudes. We look increasingly to students of group dynamics for help on techniques for evaluating attitudes.

Evaluating in the communication area is a field for pioneers. Until we develop methods which are more nearly satisfactory, our only alternative is to use warily those which we now have.

CHAPTER VI

SUMMARY

Goshen College, a small, liberal arts, Mennonite college in northern Indiana, wishes to inaugurate a course in the communication skills as a part of its general education program. It has been the purpose of this thesis to develop such a course.

The first step was to discover the communication needs of Goshen College students. The freshman class of 1948-49 was chosen as representative for studying these needs. It was discovered that most of the students in this class came from Middle-western rural communities. Many of them listed teaching as their intended occupation. They scored above national norms on the A.C.E. Psychological Test and on the Cooperative General Achievement Tests in social studies, natural science, public affairs and medicine. They scored below national norms on the Cooperative English test and on the Cooperative General Achievement Tests in mathematics and the fine arts.

In 1948-49 students, after two semesters in an experimental communication section at Goshen College, did as well on the A.C.E. Cooperative English Test as students who had been in a traditional English section.

The data indicates that one of the most important needs of these students is to become articulate, to be able to communicate their ideas and experiences to others effectively, to understand the communications of others. If it were not for the process of communication these students would be unable to participate intelligently in the life and thought of

our time. They would be unable to carry out the philosophy of Goshen College which states that "Christian discipleship is to be expressed in human relations, in the use of time, energy and material resources, and in devotion to the church and its mission. The spirit of brotherhood is to be practiced in all personal and group relationships."

The next step in evolving a communication course for Goshen College was to clarify the point of view concerning communication. Communication was defined as a complex symbolic process by which people stir up meanings and feelings within one another. This point of view assumes that the process must be considered as a whole. It is not merely a sum of separate parts. It is a "Gestalt," a whole pattern in which all parts are interacting. Students, in order to live effectively in our society, must be able to communicate their experiences and ideas to others and to understand the communications of others.

The next step in developing the syllabus was, from all foregoing information, to derive objectives for a course in basic communication at Goshen College. These objectives are divided into three sections: (1) Knowledge and understandings, (2) Skills and abilities, and (3) Attitudes.

The implementation of these objectives must fit into a given framework. Goshen College is on the semester system; three hours per week and thirty weeks of class time are available for the course; more than one instructor will teach it. Because one cannot predict particular needs of all groups or the activities which may occur in the college or larger community that could be used in a communication course, it seemed wise to make the units flexible and general rather than rigid and specific.

Table X lists the course objectives, ways of implementing the objectives, approximate time required for the suggested activities, and a column for listing ways of evaluating student performance of activities in terms of objectives.

From Table X certain activities were selected and organized into six units: Orientation, The Communication Process, Exposition, Persuasion, The Long Written and Spoken Report, and Group Discussion. Several ways are suggested for adapting material in these units to individual differences. They are usual classroom methods, sectioning, and supplementary laboratory meetings.

Finally, the present methods, objective and subjective, of evaluating in the communication area are reviewed briefly. Present research on listening, the use of critical incidents, and group dynamics are mentioned. Until better techniques for evaluation in communication are discovered, instructors in communication programs must utilize present methods.

This "Syllabus for Basic Communication at Goshen College" is only a beginning. The next step is to subject it to the revision that will come through its use.

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A P P E N D I X

COOPERATIVE COURSE APPRAISAL*

Directions

How to use the answer sheet. Your answer for each question is to be indicated by making a heavy black pencil mark in one of the five spaces after the number corresponding to the number of the question. In Part I, the same five answer choices are used for all questions. You will choose one to indicate your response to each question. The answers, and their numbers, are:

1. Yes. Your answer to the question is strongly affirmative.
2. Probably yes. You think your answer should be in the affirmative, but you are not sure enough to mark the space under 1 for Yes.
3. Undecided. You have no appreciable feeling either way.
4. Probably no. You think your answer should be in the negative, but you are not sure enough to mark the space under 5 for No.
5. No. Your answer to the question is strongly negative.

If your answer to the first question of the appraisal, for example, is a strong "Yes", you will blacken the first space after the large number 1 on your answer sheet. Similarly, if you are undecided about your response to the second question, you will blacken the third space after the number 2.

Be sure that your answer is marked in the row of spaces numbered the same as the question you are answering.

*Developed by a staff committee at the University of Minnesota representing jointly Freshman English and Communication with the aid of the director of the Bureau of Educational Research.

PART I

ANSWER CODE: 1-Yes 2-Probably yes 3-Undecided 4-Probably no 5-No

Has this course---	Sections - A.	D.*
1. Given you a body of rules that enables you to know whether a language form is correct or incorrect?	10	0
	4	7
	0	0
	0	6
	0	2
2. Improved your understanding of the reading required in any other college course?	7	4
	4	5
	2	2
	0	1
	1	3
3. Added to your understanding of the lectures in other college courses?	2	3
	4	5
	2	3
	4	3
	2	1
4. Increased your understanding of talks, lectures, or sermons heard outside of college courses?	3	6
	5	5
	3	3
	1	0
	1	1
5. Stimulated your interest in listening to lectures, sermons, talks, or other public addresses?	3	7
	2	5
	5	2
	2	0
	2	1
6. Helped you to develop better standards of judgment in listening to news analysis and comment on the radio?	5	6
	3	3
	2	2
	2	0
	2	2
7. Improved your note-taking for any other college course?	3	1
	3	2
	0	4
	5	2
	3	6

* Section A was the "Traditional English" section; Section B was the "Communication" section. See Chapter III, p. 17.

Has this course---	Sections -	A.	D.
8. Helped you to know whether a language form is appropriate or not?		10	3
		4	9
		0	1
		0	1
		0	1
9. Increased your awareness of the relationship between a word and the idea or concept for which it stands?		7	5
		7	5
		0	4
		0	1
		0	0
10. Aided you in developing your ideas effectively in written papers?		10	7
		3	4
		1	3
		0	1
		0	0
11. Required more time for preparation than the usual course with the same number of credits?		0	0
		4	1
		0	4
		0	7
		10	3
12. Offered enough work to make you feel reasonably competent in using English to transmit or receive ideas?		6	2
		7	11
		1	2
		0	0
		0	0
13. Developed your ability to determine the soundness of reasoning in an argument?		0	5
		4	4
		5	3
		2	2
		3	1
14. Increased your ability to analyze written and spoken matter designed to persuade?		2	5
		7	7
		2	2
		0	1
		3	0
15. Helped you to evaluate a newspaper as a source of information?		2	1
		6	5
		2	4
		2	1
		2	4

Has this course---	Sections -	A.	D.
16. Heightened your interest in reading news stories, editorials, and "columns"?		2	3
		6	3
		2	3
		2	3
		2	3
17. Strengthened your feeling of ease in speaking before a group?		1	8
		2	5
		4	2
		1	0
		6	0
18. Made you feel more at ease in talking informally as a member of a group?		1	5
		4	6
		3	3
		1	1
		5	0
19. Increased your effectiveness in leading a group discussion?		1	3
		2	6
		2	4
		3	2
		6	0
20. Improved your ability to organize material for presentation to others?		2	11
		6	4
		1	0
		3	0
		2	0
21. Increased your use of the dictionary?		10	4
		4	6
		0	3
		0	2
		0	0
22. Made it easier for you to use a dictionary?		6	2
		3	4
		3	7
		1	1
		1	1
23. Materially enlarged your vocabulary?		5	4
		9	9
		0	0
		0	0
		0	2

Has this course--- Sections -	A.	D.
24. Taught you how to continue enlarging your vocabulary?	10	4
	3	8
	1	2
	0	0
	0	1
25. Developed in you the idea that "good English" depends on changing practices of writers and speakers?	12	4
	1	3
	0	4
	0	3
	1	1
26. Increased your desire to write well?	13	8
	0	5
	1	1
	0	0
	0	1
27. Stimulated your interest in happenings outside your school and family life?	1	3
	5	3
	5	4
	2	2
	1	3
28. Helped you in your relationships with other people?	0	3
	6	2
	7	6
	1	2
	0	2
29. Generally provided classroom activities that held your interest?	4	8
	4	2
	4	5
	1	0
	0*	0
30. In general required assignments for outside preparation that held your interest?	4	5
	5	4
	1	5
	1	1
	3	0
31. Led you to consider taking further work in English composition?	4	4
	5	3
	1	2
	1	2
	3	4

*One did not answer

Has this course---	Sections - A.	D.
32. Led you to consider taking further work in speech?	6	6
	0	3
	3	3
	4	1
	1	2
33. Helped you to organize and to test your reasoning in preparing an argument for presentation?	2	7
	4	4
	2	2
	2	1
	4	1
34. Suggested methods for improving your spelling?	10	6
	4	7
	0	2
	0	0
	0	0
35. Motivated you to read literature (poetry, short stories, plays, novels, etc.) in your free time?	5	1
	2	5
	2	2
	2	3
	3	4
36. Increased your understanding of literature?	2	1
	3	0
	4	2
	3	5
	2	7
37. Developed your standard of judgment to be applied to documentary films?	0	2
	1	3
	7	2
	3	3
	3	5
38. Led you to consider taking course work in literature?	1	0
	1	0
	3	6
	2	3
	7	6

Do you think that---	Sections - A.	D.
39. As a result of taking this course, you listen more frequently to news analysis and comment on the radio?	2	2
	1	4
	1	1
	2	3
	8	5
40. This course will be helpful in taking advanced courses in college?	10	5
	3	4
	1	4
	0	0
	0	2
41. This course has been too much a repetition of high school work?	1	1
	2	1
	1	0
	3	5
	12	8
42. This course is of "college caliber"?	4	5
	7	3
	3	6
	0	1
	0	0
43. Your experience in this course will be useful to you in your occupation after graduation?	10	5
	3	3
	0	6
	0	1
	1	0
44. Your work in this course has been aided by conferences with your instructor?	4	3
	4	2
	0	3
	1	1
	5	6
45. This course has improved your ability to punctuate well?	6	0
	6	5
	2	2
	0	4
	0	4
46. This course should provide more work in speech?	7	4
	4	4
	2	6
	1	1
	0	0

Do you think that---	Sections - A.	D.
47. Generally the assignments have been clear?	12	13
	2	1
	0	0
	0	1
	0	0
48. The topics for papers have been stimulating and worth while?	6	9
	6	2
	2	4
	0	0
	0	0
49. This course has provided enough opportunity for you to think independently and to express yourself freely?	8	10
	3	3
	2	2
	1	0
	0	0
50. Your experience in this course will be useful to you as a citizen?	9	6
	4	5
	1	4
	0	0
	0	0

PART II

In this part of the appraisal you are asked to answer questions that are much like those in Part I. Five possible answers are given for each question, but in this case each question has its own set of answer choices. Read carefully the first question and the five responses that follow it. Choose the one response that most nearly expresses your own answer and blacken the space under its number in the proper row on the answer sheet. Remember that the number of the row of spaces must correspond with the number of the question you are answering. Ask for additional directions if you do not understand exactly what you are to do in Part II.

	Sections - A.	D.
51. How well do the class discussions meet your needs?	3	0
	10	12
1. Nearly every session deals with questions of real importance to me.	0	3
2. The discussions very often contribute significantly to my development in this field.	1	0
3. About half the sessions are worthwhile, but the others have little bearing on my needs.	0	0

	Sections - A.	D.
4. Only occasionally do the class discussions interest and help me.		
5. Nearly all the sessions seem pointless and unrelated to my needs.		
52. How fresh and new is the material discussed?	1	1
	6	7
1. Nearly every class suggests some new ideas.	7	4
2. Most of the sessions are fresh, though there is a little duplication.	0	3
	0	0
3. About half the material introduced is new but the rest is a repetition of things I already know.		
4. Most of the ideas are well known, though occasionally new concepts are presented.		
5. Nearly the whole course seems repetitious and a waste of time.		
53. How important are the topics chosen for papers?	5	3
	8	9
1. The topics have nearly always been challenging and interesting to me.	1	2
	0	1
2. Most of the topics have been stimulating.	0	0
3. Some of the topics are interesting to me, but about half of them seem trivial and unimportant.		
4. Most of the topics are unimportant, with only an occasional one that is interesting.		
5. Nearly all the topics seem insignificant and a waste of time.		
54. How heavy is the work-load required by this course?	1	3
	3	3
1. This course requires less work than any other I am taking.	9	8
2. The assignments require less time than most other courses.	1	1
3. The work required is about the same as in other courses.	0	0
4. The assignments are heavy but not unreasonable.		
5. The work-load is heavier than in any other course of the same credit.		
55. Does this course offer sufficient work in speaking to satisfy your present needs?	0	5
	0	4
	10	5
1. The proportion of work in speaking is almost exactly suited to my needs.	2	1
	2	0
2. The amount of speaking required is generally satisfactory to me, though a little more of it might be helpful.		

	Sections - A.	D.
3. This course probably should contain more speaking work for me.		
4. I feel a definite need for more emphasis on speaking and less on writing in this course.		
5. This course is almost wholly lacking in useful speaking work for me. There is far too much emphasis on writing.		
56. How well does the proportion of work in writing satisfy your needs?	8	5
	5	5
	1	4
1. The proportionate time spent in writing is almost perfectly suited to my needs.	0	1
	0	0
2. The amount of writing required is generally satisfactory to me, although a slightly greater emphasis might be helpful.		
3. For my needs, the course probably should emphasize writing more.		
4. The course would have considerably more value for me with a greater emphasis on writing.		
5. This course is almost wholly lacking in useful writing work for me. There is far too much emphasis on speaking.		
57. How would you recommend this course to a younger brother or sister with approximately the same needs as yours?	4	1
	10	8
	0	6
1. I would use every method to influence him to take it.	0	0
2. I would recommend it.	0	0
3. I would not influence him one way or the other.		
4. I would discourage his taking it.		
5. I would strongly advise against his taking it.		
58. How clearly are assignments made in this course?	11	8
	3	7
1. I always know what is expected of me and how I should proceed to do it.	0	0
	0	1
2. The assignments are clear, but I am occasionally in doubt as to procedure.	0	0
3. Generally the assignments are clear, though quite frequently I am in doubt.		
4. The teacher tries to clarify the assignments but often leaves me confused.		
5. The assignments usually are vague; I seldom know what the teacher expects.		

	Sections - A.	D.
59. How well are difficult points explained?	6	1
	4	12
1. All explanations are easily understood; even the most difficult things are made clear.	4	2
	0	0
	0	0
2. Nearly all explanations are easily understood.		
3. The explanations and comments are generally understood.		
4. Some of the explanations and comments are hard to understand.		
5. Most explanations are obscure; I seldom know what the teacher is trying to say.		
60. To what extent do you receive personal help in this course?	0	3
	14	7
1. I often seek help on special problems and the instructor gives it cheerfully and well.	0	3
	0	1
2. The instructor seems ready to help me personally, but I seldom seek such assistance.	0	0*
3. The instructor has little time for personal attention, but will oblige when special help is sought.		
4. The instructor might help me but I don't feel encouraged to ask for special attention.		
5. I am just one of the mass; if I can't do the work well, it's my own bad luck.		
61. How much independence do you feel in this course?	3	9
	9	5
1. We are always encouraged to make our own decisions and to state our opinions frankly.	2	1
	0	0
2. The instructor is fairly flexible in recognizing and encouraging individual ideas.	0	0
3. The instructor encourages student expression but nevertheless tends to dominate.		
4. The instructor usually makes the decisions.		
5. The instructor dominates the class completely and students hesitate to express their own opinions.		
62. How much thinking does this course require of you?	4	6
	5	7
1. It demands a great deal of original thought.	4	1
2. It requires quite a lot of thought, though not much creativity.	1	0
	0	0*
3. It requires some thought, though much of the work is routine practice and memorization.		

	Sections -	A.	D.
4. Little thinking is necessary; memorization and practice are emphasized.			
5. Original thinking is discouraged.			
63. How interesting to the students is the work of this course?		0	0
		8	8
1. Both the instructor and the students are enthusiastic about the work and stimulate one another.		4	5
		0	1
2. The instructor makes a real effort to interest the students and generally succeeds.		2	0*
3. This course is about as interesting as most others.			
4. This course is often uninteresting and the instructor quite frequently seems indifferent.			
5. The students in this course are bored most of the time.			

*One did not answer

Selected Statements

On Speech from the Bible

Wherefore, my beloved brethren, let every man be swift to hear, slow to speak, slow to wrath. James 2:19.

Let your speech be always with grace, seasoned with salt, that you may know how you ought to answer every man. Col. 4:6.

Speak every man the truth to his neighbor. Zech. 9:16.

Speak not evil one of another, brethren. James 4:11.

A soft answer turneth away wrath: but grievous words stir up anger.

The tongue of the wise uses knowledge aright; but the mouth of fools pours out foolishness.

A wholesome tongue is a tree of life. Proverbs 15:1, 2, 4

Death and life are in the power of the tongue. Prov. 18:21

Of the virtuous woman:

> She opens her mouth with wisdom: and in her tongue is the law of kindness. Prov. 31:26

Of the young man:

> In all things show yourself a pattern of . . . sound speech, that cannot be condemned. Titus 2:8.

EXAMPLE OF A THEME RATING SCALE*

	Superior 10	9	8	7	6	5	4	3	2	Unsatisfactory 1
Content										
Conventions of Grammar										
Sentence Structure										
Diction										
Organization										

Content

Content refers to the quality and adequacy of the substantiating material (examples, statistics, arguments) employed in support of ideas expressed in the paper. A theme of college caliber should concern itself with matter worthy of adult consideration and express a reasonably mature point of view.

Conventions of Grammar

Conventions of grammar refers to such matters as reasonable spelling, correct punctuation at major junctures, the usual grammatical agreements (subject-verb, pronoun-antecedent), and the correct use of possessives. It refers also to the avoidance of sentence fragments, comma faults, period faults, and dangling modifiers.

Sentence Structure

Effective sentence construction means the strategic use of such things as the periodic sentence, subordination, and parallelism. It means that by a variety in sentence length, in sentence structure, and in sentence order, monotony and childishness of expression may be avoided and variety and maturity of expression achieved. It means sentences which are free from awkwardness and obscurity. It means that successful attention has been given to the requirements of sentence euphony and rhythm.

*In use in Department of Written and Spoken English, Michigan State College, 1949-50.

Diction

Good diction means the use of words well chosen to express the writer's meaning. It means the avoidance of expressions which are crude or trite, of wordiness, of pompousness. It means the use of accepted idioms, of expressions which are vigorous and alive, of the specific and concrete in preference to the general and abstract.

Organization

The size of the topic should fit the length of the paper. The theme as a whole should have a single, controlling idea or purpose, expressed or clearly implied, to which each part of the theme contributes. Each paragraph should be recognizable as a unit (i.e. developing a single topic or sub-topic) in the development of the theme. The ideas presented should be smoothly and logically linked together. Such linking is achieved by a recognizable pattern of development and by the use of such transitional devices as the connective, parallelism, pronoun reference, and repetition. By the use of such things as position, proportion, and repetition, that which is of most importance in the theme should be made to seem so to the reader.

EXAMPLE OF A SPEECH RATING SCALE*

	Superior									Unsatisfactory
	10	9	8	7	6	5	4	3	2	1
Fluency										
Physical & Vocal Control										
Organization										
Content										
Sense of Communication										

Fluency

A fluent speaker will use appropriate words and observe exactness in the meanings of the words used. He will use sound sentence structure, conventional grammar, and conventional pronunciation.

A fluent speaker will be free from silent hesitations (I saw. . . the bird), vocalized hesitations (I'm . . uh . . going . .), word or phrase repetitions (He . . . he . . . walked home), and reconstructions of thought (She thought . . . I mean. . she knew . . .).

Physical and Vocal Control

Physical control refers to posture, gestures, movement, and facial expression that contribute to communication.

Vocal control refers to articulation, volume, rate and pitch. The articulation should permit the speech to be understood; the volume should permit the speech to be heard; the rate should permit the listener to follow the thought easily; the pitch should lend meaning to the thought expressed.

Organization

The speech should have a central idea clearly implied or specially stated; the supporting material should adhere to this idea and be coherently and effectively organized.

*Used in the Department of Written and Spoken English, Michigan State College, 1949-50.

Content

The speaker should use adequate evidence in the development of the central idea (facts, statistics, quotations, testimony). Such supporting material should be accurate, significant, and interesting.

If the speech is persuasive, the speaker should use persuasive techniques (appeals to reason and feeling).

Sense of Communication

The speaker's composite performance is considered in this category. It refers to his awareness of the audience, subject, and occasion.

A sense of communication exists when the speaker gives a lively meaning to the words as he utters them, when he implements his communication by meaningful eye contact, direct questions, rhetorical questions, and polarizing words, such as "I," "you," and "we." He should show evidence of enthusiasm and mental alertness. He should speak "to" rather than "at" the audience.