A RECOMMENDED COURSE OF STUDY FOR BASIC COMMUNICATION AT HESSTON COLLEGE

Thesis for the Degree of M. A.

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Wandalee Weaver

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A RECOMMENDED COURSE OF STUDY FOR BASIC COMMUNICATION AT HESSTON COLLEGE

by

Wandalee Weaver

A Thesis

Submitted to the School of Communication Arts of Michigan
State University of Agriculture and Applied Science
In Partial Fulfillment of the Requirements
for the Degree of

Master of Arts

Department of Speech

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An Abstract

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It was the purpose of this study to develop a recommended basic communication course plan which would meet the needs of Hesston College,Hesston,Kansas, students and work in harmony with the philosophy and purpose of Hesston College. More specifically, this study was to determine the communication needs of the college freshmen, formulate reasonable objectives for a communication course, suggest activities which may implement these objectives, and find ways for a continuing evaluation of such a course.

Data on the philosophy of the college were taken from the lectures on Christian education in the Mennonite Church (the governing body of the college) and the report of the General Planning Committee of the faculty. The data imply that the college exists to fit students for the role of a servant of God through serving one's immediate society. Effective social service requires the ability to communicate clearly and effectively.

An investigation centered on entering freshmen from the years 1951-1954 provided data concerning the age, sex, geographical distribution, vocational preference, educational purposes, post-college occupations, scholastic rating, and length of college attendance. The typical freshman was a Mennonite, 18 years of age, came from a midwestern rural community, ranked slightly below the national norms for the

A.C.E. Test, and ranked in the 53.6 percentile in the Cooperative English Test. This college freshman came to college to prepare for Christian service and to receive vocational training. After school he will enter church service or he will teach. Over one-half of his class would finish a four-college curriculum.

Both as background and as guide, the assumption, objectives, and student activities contained in the communication syllabi from the University of Florida, Michigan State University, and the University of Minnesota were examined.

Specific objectives for the course plan were developed around the general goal of helping the student contribute to society through his increased knowledge of and skill in speaking, writing, reading, and listening. The recommended course plan to implement these objectives was developed with the communication experiences of this typical student in mind. The students will have need to communicate as community leaders, church lay leaders, group action reporters, oral readers, and discussion leaders. These and other experiences were grouped according to the functions of language within the experiences. Two functions are predominant: reporting and persuading. The suggested activities of the first two units are based on these functions of language. The last unit provides experiences which give the student an opportunity to become a critical

and understanding receiver and user of mass communication.

One sub-unit was taken from each of the three divisions and developed in detail. These three detailed plans are (1) a unit on the research paper, (2) a unit on language and ethics, and (3) a unit on understanding and evaluating mass media.

Examples of student rating of the course, objective rating of the student's achievement, subjective rating of the student's achievement, and miscellaneous rating of the student's retention of communication skills were offered as partial solutions to the continual task of course appraisal.

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INTRODUCTION

> Communication (as a course) is somewhat of a return of an intellectual recognition of the importance of processes as well as things.[1]

In professional periodicals and educational study conferences, scholars have discussed and rediscussed questions of the philosophy, implications, methods, and scope of communication courses. As a result of reading these articles and attending these conferences, faculty members on the English staff of Hesston College, a small, denominational, liberal arts college located at Hesston, Kansas, began in 1950 to incorporate speaking and, later, listening instruction in the traditional English composition courses. The transition from the traditional composition course to the combined communication arts course was gradual and undefined at the time. Staff conferences and shared professional readings have helped to keep the course uniform. Today the approach of the staff continues to be experimental.

In the light of these circumstances, this study proposes a basic communication course plan which would (1) meet the needs of Hesston College students and (2) work in harmony with the philosophy and purpose of Hesston College. These

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[1]Lyman Bryson, The Communication of Ideas, (New York, Harpers, 1948), p. 2.

two limiting factors imply that while one can applaud the continuing experimental communication courses at other colleges, both large and small, one could not expect a borrowed course to accomplish its purpose in a different situation with divergent institutional philosophy and student needs.

It is the specific purpose of this study to (1) determine the communication needs of Hesston College students, (2) formulate reasonable objectives for a communication course at Hesston College which are based upon student needs and are in accord with the philosophy of the college, (3) suggest activities which may implement these objectives, and (4) find ways for a continuing evaluation of such a course.

The Procedure

The general procedure followed in the thesis was: (1) to collect data on the philosophy and clientele of Hesston College, (2) to establish objectives for a communication course at Hesston College, (3) to develop unit plans to implement the objectives, and (4) to develop course evaluation methods.

Definition of Terms

There are three terms in the title which need definition--course of study, basic communication, and Hesston College. The first term, "course of study," will in this work refer to

a general course outline, including goals, objectives, and activities which implement these goals.

"Basic communication" is a term which refers to the complex process whereby one person is able to stir up meaning and feeling with another. Employing language as the vehicle, a person is able to arouse meaning by making noises in his throat and by putting marks on a paper. These marks and noises have come to stand for things and ideas. Communication is completed when the other person is able to interpret these noises and marks and thereby have in his mind the approximate meaning which is in the mind of the communicator. The separate facets of the process are commonly called reading, writing, and speaking and listening. Hence, a course which considers these disciplines as its subject matter or content area is referred to in many institutions as the basic communication course.

Hesston College is a small liberal arts junior college located in south-central Kansas in Harvey County. The college and its high school department are owned and operated by the (old) Mennonite Church of North America. The town of Hesston has a population of 743, and the general area surrounding the college is rural. The college is accredited by the Kansas State Department of Education and the University of Kansas. Hesston College offers a two-year general education program

as a background for the four-year liberal arts degree. Its educational philosophy and historical purpose will be developed in detail in Chapter II.

Organization of the Thesis

This thesis has been organized into five chapters as follows: Chapter I presents introductory and background material. Chapter II contains an analysis of the philosophy and clientele of Hesston College. Chapter III presents a brief analysis of selected communication syllabi. Chapter IV explains the objectives, assumptions, units of work and methods of evaluation for a recommended communication course at Hesston College. Chapter V presents a summary and suggestions for further study.

CHAPTER II

DESCRIPTION OF THE PHILOSOPHY AND THE FRESHMAN CLIENTELE OF HESSTON COLLEGE

Course objectives and curriculum plans at Hesston College are rooted in the philosophy of the institution. The courses in the curriculum are the means of accomplishing the goals of the school. Before devising the means there must be an awareness and a knowledge of institutional goals. These can be delineated in a brief analysis of the school's philosophy of education.

The educational philosophy of Hesston College is to be found in the context of its theological background. The (old) Mennonite Church of North America is the owner and operator of Hesston College. This Protestant sect had its origin in Europe in the Reformation period; it was then and has remained a very conservative group both in theology and practice. Two ideas govern the theology: religion is a way of life, and the Bible is the source book for that life. Its teachings are to be literally applied in life situations by the believer.

A more complete listing of the Mennonite theological view of man will help to create a background for the educational goals of the school.

> Man is created by God in His image. Man belongs to and exists for God. He is animal in body, but spiritual by

> nature of his creation in God's image. Man is a social being, living in social structures of family and community. Man is the lord of creation; he subdues and dresses the earth. Man is a sinner who needs a redeemer to reinstate him in fellowship with God. Man is a free moral agent. Each man is of equal infinite worth in God's sight.[2]

Man as a Christian has a unique role in society. His life is to be lived in discipleship to Christ, and discipleship involves living a life according to the standards taught by Christ. He conceives of his life as that of a witness--a witness living in redemptive love toward the culture in which he finds himself. This means that a Christian is not a passive agent whom culture molds at will, or a man whose major concern is adjustment to that culture. He is to be a refining agent, a man whose life of love is a call to the culture to become God-centered.

This view of man's nature and destiny has determined the Mennonite position on man's role in society. The school, with other social agencies of church and family, finds its raison d'etre in preparing man for his role in society.

The Educational Principles of Hesston College

On the basis of their theology, the Mennonite schools have established their principles of education. It is their

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[2]This summary was taken from the author's notes on the Conrad Grebel Lectures, delivered by Dr. Paul Mininger at Hesston, Kansas, January 28-30, 1953.

belief that man uses human reason to find truth, but the Bible and divine revelation in Christ must guide that reason.

Educational Goals

The general aims of the college are to (1) help students to know Christ and (2) help them find their place as His disciples in the culture around them and (3) enable them to witness more effectively to this knowledge.

The Faculty General Planning Committee has set up twelve specific goals for the general education program at Hesston College, namely:

1. To promote spiritual growth and to equip students for service in the church.
2. To develop rational thinking, clarity of expression, listening with understanding, and the ability to work independently.
3. To develop a respect for others and the ability to work cooperatively with them.
4. To better budget and use leisure time so as to bring greatest satisfaction to the individual and usefulness to the society.
5. To develop an appreciation for beautiful literature, music, art, and nature.
6. To think scientifically and understand the influence of science on man, and the relationship of science to God.
7. To develop the concept and practice of good stewardship of money, time, and property.
8. To help prepare to meet the obligations and responsibilities of Christian citizenship.
9. To better understand and appreciate the responsibilities of Christian citizenship.
10. To develop and maintain physical fitness and health.
11. To develop and maintain emotional and mental health.
12. To develop productive skills essential to making a living.[3]

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[3]Unpublished report of the General Planning Committee, Hesston College Curriculum Study Summary, 1953-1955, pp. 5-6.

These twelve goals are used as criteria for curriculum planning by the Faculty Curriculum Committee.

Principles Pertaining to the Student

The student must be treated as an individual of infinite worth in terms of his needs, interests, and abilities. He is to be led to discover his interests and helped to develop his abilities to the maximum. Neither the life of the student nor the curriculum of the school is to be compartmentalized into secular and non-secular parts; instead the school asserts that all thought and action takes on spiritual significance for the believer.

Principles Pertaining to Curriculum and Class

The curriculum, in conformity with these beliefs, must be adaptable and adequate in its contribution to the development of the whole student: spiritual, intellectual, social, and physical. These areas of development are not independent of each other, but the last three find balance and proportion through the pervading presence of the spiritual in them. The class procedure and organization will be of a cooperative nature in which the student is permitted to exercise as much freedom as his development indicates he can handle. The instructor is to guide the student's activity and to control him in cases where freedom is not tempered with responsibility. It is believed that learning will result from purposeful activity.

The Characteristics of the Entering Freshmen at Hesston College

A knowledge of the student for whom this course is devised is as important to course planning as an understanding of the philosophy of the school. The school is interested in the student as a person and in the role he chooses to fulfil.

The second half of this chapter will attempt to describe the college freshmen students who enroll in the classes in Communication at Hesston College.[4] The description will cover: age, geographical distribution, vocational and educational purposes, post-college occupations, scholastic rating with emphasis on communication skills, and length of college attendance. The description will be divided into three parts: (1) an examination of general characteristics of Hesston College freshmen, (2) an examination of data from the freshman testing program, (3) an examination of the length of college attendance, and educational and vocational purposes of Hesston College freshmen.

General Characteristics of the 1951-52 College Freshmen

Age and sex. The mean age of entering freshmen in 1951-52 was 18.7 and the median age was 18. There were 42 women and 30 men in this class.

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[4]The data given here were supplied by the office of the Dean of Personnel and the office of the Alumni Secretary from their confidential records. In some cases, this data will cover only one year and in other indicated instances will cover as many as three years. Some of the results are expressed in averages, some in quartiles, and some in percentiles.

TABLE I

DISTRIBUTION OF AGES AMONG
SEVENTY-TWO 1951-52 FRESHMEN

Age	No. of Students
16	2
17	13
18	25
19	12
20	8
21	4
22	3
23	1
24	3
30	1

Geographical distribution. Data indicate that over one-half of the entering freshmen in 1951 came from the mid-western states of Kansas, Iowa, Colorado, and Indiana.

TABLE 2

GEOGRAPHICAL DISTRIBUTION OF SEVENTY-TWO
1951-52 COLLEGE FRESHMEN

State	No. of Students	State	No. of Students
Kansas	19	Pennsylvania	2
Iowa	12	Minnesota	2
Colorado	8	California	1
Indiana	5	Michigan	1
Illinois	4	Alabama	1
Oregon	4	Texas	1
Nebraska	3	Canada	2
Missouri	3	Puerto Rico	1
Ohio	2	Germany	1

Religious affiliation. Ninety percent of the 1951-52 college freshmen were affiliated with the (old) Mennonite Church.

TABLE 3

RELIGIOUS AFFILIATION OF SEVENTY-TWO 1951-52 COLLEGE FRESHMEN

Church	No. of Students
(Old) Mennonite	65
(Other) Mennonite	4
Assembly of God	1
Church of the Brethren	1
Federated Church	1

Data from the College Freshman Testing Program

Entering college freshmen at Hesston College are given the American Council on Education Psychological Examination, the Cooperative General Achievement Test (social studies, natural science, mathematics), the Cooperative Contemporary Affairs Test (public affairs, science and medicine, literature), and the Cooperative English Test (mechanics of expression, effectiveness of expression, reading).

American Council on Education Psychological Examination for college freshmen--1948 edition. In a report of a study made by the personnel director of Hesston College, the 1951-1954 college freshmen ranked slightly below the national norms for the A.C.E. test. Fifty-seven and five-tenths percent of

the 1951-1954 freshmen ranked in the lower one-half of the national percentile norms, and 42.5 percent ranked in the upper one-half of the national percentile norms. The median score was at the 44th percentile.

TABLE 4

PERCENT OF 1951-1954 HESSTON COLLEGE FRESHMEN IN QUARTILE RANKINGS AS COMPARED WITH THE NATIONAL NORMS FOR THE A.C.E. TEST

Quartile	National Norm	Hesston College
1st	25	30.3
2nd	25	27.2
3rd	25	21.6
4th	25	20.9

Cooperative General Achievement, English and Contemporary Affairs Test. The most complete information available were the test results from the 1951-52 freshman class of seventy-two students. The tests given were Form Y of the Cooperative English Test, Form Z of the Cooperative General Achievement Test, and the 1951 form of the Cooperative Contemporary Affairs Test. Percentile ranks were originally determined for each freshman. These percentiles were averaged for the class and set up in the following table to show at what place on the national percentile scale the class average would fall.

TABLE 5

THE AVERAGE HESSTON COLLEGE 1951-52 FRESHMAN TEST SCORE EXPRESSED IN PERCENTILE RANK*

Cooperative English	
Total	53.6
Mechanics of Expression	45
Effectiveness of Expression	53
Reading	
Total	53
Vocabulary	59.2
Speed	48.9
Level of Comprehension	52.4
Cooperative General Achievement	
Social Studies	37.2
Natural Science	57.9
Mathematics	29.4
Cooperative Contemporary Affairs	
Total	14
Public Affairs	18
Science and Medicine	3.4
Literature	12

*This table may be read as follows: In the English test the total average of the class percentiles was 53.6, which means this average is superior to 53.6 percent of the student's scores used to establish the national norms.

Data Concerning Vocational Preferences, Educational Purposes, and Post-College Activities

What does the "average" college freshman intend to do after college? Why does he come to this college? What does he do when he leaves?

Vocational preference. This following information was obtained from the entrance blanks of the freshmen classes of 1951-52, 1952-53. There were 74 women and 74 men enrolled in these two classes. Ninety-four students answered this directive on their application for admission: State briefly your vocational interest or your purpose in attending Hesston College.

TABLE 6

VOCATIONAL INTERESTS INDICATED BY NINETY-FOUR 1951-53 HESSTON COLLEGE FRESHMEN

Occupation	No. of Students
Nurse	39
Elementary and secondary teacher	24
Agricultural worker	13
Religious worker	8
Secretary	6
Businessman	1
Doctor	1
Laboratory Technician	1
Social Worker	1

Educational purposes. The following data were obtained from the entrance blanks of the freshmen classes of 1951-52, 1952-53. Sixty-nine students followed the directive to state their purpose for attending Hesston College.

TABLE 7

EDUCATIONAL PURPOSES INDICATED BY SIXTY-NINE OF THE 1951-53 HESSTON COLLEGE FRESHMEN

Purpose	No. of Times Indicated
To prepare for Christian service	21
To receive certain vocational training	20
To benefit by the Christian emphasis in education	12
To receive a general education	11
To enjoy Christian environment and fellowship while getting an education	7

Occupations of Hesston College graduates. Table 8 which follows is based on data from the Alumni Secretary's study of Hesston College graduates over a five-year period (1945-1949). From a total of 79 graduates (37 males, 42 females), the percent of total graduates whose vocation is unknown is 11.4. It is necessary to state, also, that the percent of graduates in church service includes graduates who are ordained ministers and those lay members who work full time in church service as secretaries, executives and mission workers. Church service is the occupation engaging the highest percentage of the graduates. Teaching is a close second with a difference of only four points. These two occupations, church service and teaching, are the work of 67.1 percent of Hesston College graduates. Nursing, agriculture, business, medicine, and the skilled trades are next in rank. No graduates are working in industry.

TABLE 8

DISTRIBUTION OF OCCUPATIONS OF THE 1945-49 HESSTON COLLEGE GRADUATES EXPRESSED IN PERCENTAGES

Occupation	Percent of Total Graduates
Church service	35.7
Teaching	31.4
Nursing	8.6
Agriculture	6.4*
Business	5.7
Medicine	4.0
Skilled trades	1.4
Vocation unknown	11.4

*This percent (6.4) is the percent of male graduates only.

Length of college attendance. Data from the study of Hesston College graduates over a five-year period (1945-49) revealed that 69.6 percent of them attended college beyond their Hesston College experience. Fifty-two percent of the total graduates finished a four-year college curriculum.

The Supporting Constituency of the College

In order to build a course of study one must have some knowledge of the experiences the students have had and some knowledge of the type of culture in which the students will live. It is necessary to include a brief description of the constituency, a term used by Hesston College to designate the

group of people who support the college and from whom most of the students are drawn.

The community from which an "average" student will come and to which he will return is a mid-western Mennonite farming community. The student's father and even his grandfather were born there and have lived in that community all their lives. What occupations does this group follow? The majority will be engaged in farming or in small businesses. From the non-farm group, the older members have farm-related businesses, and the younger and college-educated members may be in the professional occupations.

Educationally, the group has moved far from the eighteenth century American Mennonite suspicion of education. However, since the Mennonite educational movement is scarcely over fifty years old, the majority of older people and those of middle age will, at best, have finished only high school.

Socially, life is centered in the family, and the family life is centered in the Mennonite group life; but like most generalizations, this one may be too sweeping. While the statement is true in general, it is also evident that the solidity of family and community isolation from the many practices of American culture may be breaking down. One can find, however, the Mennonite community group meeting together for worship, for service purposes, and for relaxation in visiting

among members of the group. The young people find recreation with members of their own church group.

This closely-knit community will expect much of the returning Hesston College graduate. They will look for a person who can establish himself vocationally, but they also expect much more. The returning graduate will find opportunity for group leadership in his community. He might well be expected to "speak" for his group to the larger community, to interpret their way of life to others as he leads his group in communicating the Biblical basis for their way of life by word and action. Concretely, this may mean he may be a disaster and relief committee chairman, Red Cross drive leader, community mental health committee member, and a mission Sunday-School leader.[5]

Summary

Although one must understand that a picture of an "average" student in any school is somewhat of an over-simplification, yet the general outline of that student and his life can give direction to anyone working on a course plan. One cannot accurately work in a vacuum, nor with unverified suppositions about the student. With data from various college freshmen

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[5]Material in this entire section is drawn from C. Henry Smith, The Story of the Mennonites, (Newton, Kansas, Mennonite Publication Office, 1950), and John A. Hostetler, Mennonite Life, (Scottdale, Pennsylvania, Herald Press, 1954).

classes, we have drawn a picture of a Hesston College communication student. For the role which the student wishes to assume, he has a need for rational thinking, clarity of expression, listening with understanding, and the ability to work independently.[6] Developing these abilities is one of the goals of the general education program at Hesston College.

The average entering freshman has a middle class rural background, a strong identification with his denominational group, and not much experience with the society outside his community or larger church world. His community expects him to return as a matured, responsible candidate for community leadership. This communication course is designed to fit into this framework.

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[6]See page 7.

CHAPTER III

ANALYSIS OF SELECTED COMMUNICATION SYLLABI

An analysis of assumptions, objectives, and content of three university communication syllabi is presented here as part of a background for communication course planning. It is recognized that this chapter is far from a conclusive analysis of these communication courses, but it is felt that a familiarity with the syllabi of differing programs may give added direction to the planning of a new communication course. What have these experimental courses found important to stress? How do they define the limits of the course? What are the stated assumptions behind these integrated courses? What do they propose to keep as content? How do they define such an abstraction as communication? What texts are used? These questions may be answered partially through an investigation of the syllabi of three communication courses.

In the reorganization of courses that took place, in general, within many universities which adopted a core of required general education courses, the freshman English courses underwent far-reaching changes. The names of these courses were changed to variations on the word communication, and changes in content and objectives were introduced. The communication programs described are those at the University of Florida, Michigan State University, and the University of

Minnesota, which were established in 1935, 1944, and 1945, respectively. They were first tried experimentally, but now all have become departments in their own right with enrollments in the thousands. They carry on research in communication in conjunction with their teaching programs.

It must be understood that these particular universities were selected for two reasons. First, their courses are among the oldest communication programs presently in existence; consequently they are somewhat stable. However, the constant sense of experimentation in these courses has kept them flexible and dynamic. Over the years the courses have been refined, and today they reflect the best judgment of their respective faculties. Second, these particular communication courses differ from one another, differ enough for the investigator to gain more insight and understanding of the possibilities of a communication course as a result of comparing these differences.

General Aims

When we look at some basic assumptions underlying these courses, there is evidence of much overlapping. The general aims of all three seem similar, at least on the surface. Minnesota University wants to develop the student's ability to communicate effectively in the English language.[7] Florida

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[7]Anonymous Committee, Communication I Syllabus, (Minneapolis, University of Minnesota, Department of General Studies, 1954), p. 1.

University seeks to help the student to attain greater proficiency in the communication arts.[8] Michigan State University wants the student to improve his ability to communicate clearly, accurately and interestingly in both speech and writing, and to comprehend and critically evaluate all discourse.[9] However, some indications of differing emphases appear here. For example, in a statement of the general aims of its comprehensive freshman English course, Florida University puts much stress on reading. As stated in the syllabus of the freshman English course, the aims are to engender the ability "(1) to get the meaning from the printed page with a more than average rate of speed, (2) to read good writing with increased enjoyment."[10] These two aims, out of their four general aims, stress the importance of reading. In a further outline of basic assumptions, the freshman English syllabus from Florida University states that "the most effective approach in the development of communication arts is through reading."[11] Comparable stress on reading and the appreciation of good literature is not found in the other two courses compared here. While they

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[8]Staff, J. Hooper Wise, Chairman, Syllabus - C.3: Reading, Speaking, and Writing, (Gainesville, University of Florida Press, 1954), p. 1.

[9]Committee, C. Merton Babcock, Chairman, Syllabus Communication Skills, (East Lansing, Michigan State College Press, 1954), p. 6.

[10]University of Florida, Syllabus - C.3, op. cit., p. 1.

[11]Ibid., p. 1.

all propose to further the student's ability to get meaning from the printed page with more than average speed, the other syllabi place different emphases on the four aspects of communication: reading, speaking, writing, and listening.

At Michigan State the emphasis seems to be placed equally on all four skills. Michigan State believes that the most effective approach to developing proficiency in these four communication skills is through practice constructively criticized and repeated until skill in communication is achieved.[12] It may be noted here that the Florida freshman English syllabus refers to reading, writing, and speaking (excluding listening) as arts, and the communication syllabus from Michigan State refers to them (including listening) as skills. This use of terminology may arise from the differing basic approach and aims of their respective courses.

The communication course at Minnesota University (School of Science and Arts) in its general aims seems to avoid a heavy emphasis on the development of reading skills or on practice in skills of communication. The emphasis appears to focus on a knowledge and understanding of the English language. This syllabus is the only one of the three being compared to contain a section on structural grammar and a printed discussion

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[12]Paul Bagwell, "Communication Skills," in The Basic College of Michigan State College, Thomas Hamilton and Edward Blackman, editors, (East Lansing, Michigan State College Press, 1955), p. 26.

of the problems of usage, including the levels of language usage. One finds that the course at Minnesota University is integrated about the study of language in use, its structure and function.

Definitions of Communication

While the term "communication" has been used freely from the beginning of this chapter, the definition of the term has not been made specific. An examination of these three communication courses indicates that similar views are held, and that the term "communication" refers to a highly complex social process which is not easily resolved into words. They all agree that communication is a social activity involving a communicator, a communicatee, and the message or communique. They agree that communication is a purposeful activity involving two or more persons and a common language. Minnesota University defines communication in terms of its function, "as the conveying of meaning from one person to another."[13] Michigan State goes further, attempts a qualitative definition of communication, and asserts that:

> Good communication is that which is meaningful, effective, socially acceptable, and socially responsible. Communication is meaningful when it results from an awareness, conscious or unconscious, of the signs of structural meaning (grammatical form and structure); it is meaningful

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[13]University of Minnesota, Communication I Syllabus, op. cit., p. 10.

> when it is clear, accurate, and unambiguous in word choice and arrangement, and when it is organized in terms of purpose and intended result. Communication is effective when it is simple, forthright, and specific, and when it is appropriate to the user, the subject, and the situation in intention, tone, level of usage, and organization. Communication is socially acceptable when it is free from readily determinable illiteracies, and when it is characterized by observation of current linguistic conventions which are validated by the practice of educated writers and speakers. Communication is socially responsible when it is grounded in observable fact, in honestly contrived opinion, and in an awareness of personal and social bias, and when it contributes to understanding and harmony among the greatest number in a democratic society.[14]

The Florida syllabus attempts no formal definition of the term "communication". In fact, the term is not included in the Florida University course title: "Reading, Writing, and Speaking."

It is possible to see that these definitions or concepts of communication have influenced considerably the statements of objectives and the determination of course content. For example, all three course plans state, implicitly and explicitly, in their definitions that communication is a social activity involving a relationship among people. This statement leads them to further commitments. Michigan State writes that the social nature of communication demands that the communicator be socially responsible. Communication is "good" only when the communicator is honest in his opinions and is

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[14]Bagwell, op. cit., p. 29.

responsible for the validity of his facts.[15] The Florida University freshman English syllabus declares that "every use of language involves, broadly speaking, a social situation."[16] The communication course at Minnesota University devotes one entire quarter to the study of communication in society at large; i.e., mass media. Though their response to the fact of the social nature of communication be varied; viz., Minnesota's greater stress on mass media, all three schools agree that communication is a social activity.

General Areas of Agreement Found in the Syllabi

These courses, also, agree that the communication arts are so closely interrelated that it is desirable to study them in the same course. Florida University asserts that progress in one activity; e.g., reading, writing, speaking, will make progress in the other activities surer and easier.[17] All uses of language are complementary. Michigan State defends her integrated course with five points:

> (In reference to the four communication skills) "They have the same common denominator, language; they are intimately related to one another; they are all parts of a process; they require common disciplines of organization and relationship; they are the basis of the learning process. . . . They are studied together so that you may

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[15]Michigan State University, Syllabus Communication Skills op. cit., p. 6.

[16]University of Florida, Syllabus - C.3, op. cit., p. 1.

[17]Ibid., p. 1.

understand what they have in common, and so that you may understand equally their important differences."[18]

Minnesota University asserts also that the skills of reading, speaking, writing, and listening are best studied together because the four language activities have in common the language devices which convey meaning.[19]

Another matter of tacit agreement is found in the area of correct usage. Minnesota University makes the emphatic statement that "to put clear meaning into your speaking and writing is ordinarily more important than to observe the conventions of usage."[20] The other universities do not state this assumption so plainly, but all agree that matters of mechanics are a means to achieving the goal of better communication and not ends in themselves.

The three syllabi place great emphasis on the importance of ideas. Florida University states that "teaching the communication arts is fruitless when attempted apart from ideas meaningful to the students."[21] Stating this view a little

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[18]Michigan State University, Syllabus Communication Skills, op. cit., p. 3.

[19]University of Minnesota, Communication I Syllabus, op, cit., p. 2.

[20]Ibid., p. 3.

[21]University of Florida, Syllabus - C.3, op. cit., p. 1.

differently, the communication syllabus of Michigan State states that having something to say is the basis of most effective communication.[22]

Although the emphasis on practice is another important similarity found in all three programs, the Michigan State communication syllabus probably emphasizes guided practice more than the other two syllabi analyzed here. However, the principle of learning by practice is accepted by all three syllabi; thus student activity constitutes the basic method of learning common to all programs. Florida University seems to speak for all when she states in the opening page of her freshman English syllabus, "Language arts, like other arts may be mastered only by regular practice.[23]

Summary of Basic Assumptions

Although practice in the four communication skills is given priority, at least two of the courses are not regarded by their planners as primarily or solely skill courses. The communication program at Minnesota University is considered by its authors to be a course that develops "power" in the use of English through practice and the study of the English language in use. This power involves a sensitivity

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[22]Michigan State College, Syllabus Communication Skills, op. cit., p. 4.

[23]University of Florida, Syllabus - C.3, op. cit., p. 1.

to language that comes with an awareness of how language operates.[24] The Florida University freshmen English plan is primarily built on the idea of getting meaning from the printed page and expressing meaning. The student is thought of as a person who is learning a way of working--a method of attack.[25] The Michigan State communication course is a skills course, the product of the course being the skillful communicator and communicatee.

No longer are these traditional freshmen courses a college brush-up on grammar with some essay writing and literary analysis on the side. Becoming skilled in conveying and understanding a meaning, an idea, an emotion may involve the pupil in: (1) studying and practicing the art of listening, (2) studying and practicing the role and techniques of the speaker, (3) studying and practicing the principles of clear writing, (4) investigating printed matter in its social context, (5) learning the word symbols by which communication is possible, (6) and studying man's thought processes through man's use of words. These three communication courses involve the student in practicing all four communication arts: speaking, writing, reading, and listening.

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[24]University of Minnesota, Communication I Syllabus, op. cit., p. 2.

[25]University of Florida, Syllabus - C.3, op. cit., p. 1.

Any uniqueness in these three syllabi seems to lie in their efforts to (1) relate the communication arts to each other, (2) provide opportunity for the student to understand the thinking processes that give rise to these communication arts, (3) place the course in a social context, and (4) emphasize the importance of supervised practice in communication.

General Term Outlines of Three University Communication Courses

The general structure of the courses follow a term or semester division.

University of Minnesota

First term: How does the English language convey meaning?
Second term: How is the English language used to influence human behavior?
Third term: What special considerations are involved in the use of the English language in mass media?

Michigan State University

First term: The study and practice of communication in the transmission of information (short exposition).
Second term: Further study and practice of communication in the transmission of information (longer exposition).
Third term: The study and practice of communication in influencing behavior and opinion (persuasion).

University of Florida

First semester: The improvement of communication arts through presentation and analysis of factual material.
Second semester: The improvement of communication arts through analysis of literary material and continued practice in communication.

The time allotment in the communication courses at Michigan State and University of Florida forms a five hour per week schedule. For Florida students this period of time is divided into one lecture period, which may contain more than one-hundred students, and two hours of discussion and two hours of writing laboratory. The last four hours are spent in small classes where enrollment seems to be limited to no more than twenty-seven students. No indication of class schedule is included in the University of Minnesota syllabus. Michigan State communication students spend one hour weekly in a lecture section and the remaining class hours in small classes whose enrollment is under twenty-seven students.

The text books required in all three universities have some similarities. All three courses have developed their own syllabi; all three universities require a dictionary. Michigan State and University of Minnesota use an English composition handbook as a text. Michigan State requires a text in the basic principles of speech. University of Florida uses an anthology which contains selections of literature as well as material on speech and writing. An exercise manual is included with this text. All three of the syllabi indicate some plan of remedial work for skill-deficient students. There are clinics or consultants for those who fall below standard performance in writing, reading, or speaking. Students may attend voluntarily or be sent for help by a recommendation from an instructor.

Determination of a student's final grade is, admittedly, a difficult task in communication courses. The scope of the course is large, and the measurement of performance is difficult to standardize. In determining the final grade in communication courses, Michigan State University puts a 50 percent value on the instructor's grade, which is concerned mainly with the speaking and writing skills, and 50 percent value on the final examination, which deals primarily with reading and listening. University of Minnesota determines the final grade with a 25 percent value on the speech work, 25 percent value on the final examination and 50 percent on the student's written work. The University of Florida does indicate in the syllabus that the final grade is a composite of the progress test scores (usually four) and the final examination score. Daily performance is considered in assigning final grades, especially in the case of students whose test scores are close to the interval between two grade levels.

The following paragraphs in this section will deal with the nature of student activity as assigned in the syllabi.

Michigan State University. Within the Michigan State syllabus framework, there are at least 15 possible speech assignments. These are a speech of introduction, a speech on some observation of college life, a speech developing a single idea, a speech of definition, a speech of demonstration, a revision of a previous speech, an oral report of an assigned

reading, a speech on the same topic as the term paper, a speech on some aspect of mass media, a speech on the solution of a problem in one's life, speeches of analysis of persuasion, and participation in one or two group discussions. Writing assignments seem to parallel the speaking assignments. The long expository term report is somewhat more extensive than the speech assignment on that same topic.

Within the Michigan State syllabus proper is included an appendix on effective listening. This is in the form of a discussion of the definition of listening, the characteristics of listening, the factors involved in listening, the student's status in listening and an outline of the listening instruction at Michigan State. This listening instruction includes one hour of listening laboratory referred to as a lecture period, occasional tests of listening skill, and lectures on effective listening. Notes are taken and outlines made of the lecture periods. Each student prepares a listening profile of his own habits of listening, and participates in developing a code of listening manners.

The skill of reading is aided by reading assignments listed within the units and by the discussion of developmental reading in the appendix. This appendix also includes vocabulary exercises and speeded reading drills.

The above description is a brief sketch of the communication activities of the student as found in the syllabus.

It does not pretend to be a conclusive report of the learning activities provided for the students.

University of Minnesota. The student activity found within the University of Minnesota syllabus includes reading, writing, speaking and listening assignments. The following activities were indicated in the syllabus: a speech of introduction, a speech developing a single point, a speech in support or refutation of an opinion, a problem-solving discussion, a talk designed to win support for an opinion, a second panel discussion, a speech on one specific pattern of assumptions found in one magazine, a third panel discussion. The writing activities somewhat parallel the speaking activities -- a brief paper describing how communication has made the student what he is, a paragraph of vernacular English rewritten into informal standard English, a written analysis of an audience's reaction to one speech, a paper written on a topic of the student's choice, an outline of a communication lecture, an expository term paper, a second term paper of a persuasive nature, a written definition of the key phrases in the term paper, a written assessment of a piece of evidence, a written appraisal of a generalization or hypothesis, a brief which outlines the proposition and main contention of the term paper and a second full brief of the term paper, a written analysis of the problem of persuasion which the term paper poses, an autobiographical sketch of the student's main social and

political ideas and values, an account of a particular event as it becomes news, a written commentary on a special film, a listing of the main assumptions found in articles contained in a Readers Digest issue, a written analysis of a Saturday Evening Post story, and a third term paper which is an analysis of certain aspects of portions of the contents of one or more mass communication agencies. The syllabus states that "practice in written communication will constitute about two-thirds of the work of the course."[26]

Readings in many different source books are assigned throughout the syllabus. Also both reading and listening are treated from the angle of their function in society at large, mass media. How to receive mass communication with critical understanding constitutes the core of study for the third unit of the three-unit course. Listening activity takes place under guidance in the lecture periods.

University of Florida. The Florida freshmen English syllabus contains weekly assignment sheets in which the purposes, assignments and supplementary reading are listed for each of the two weekly discussion periods. There are a weekly lecture period and two writing periods every week. The syllabus states that the student is given opportunity to read aloud

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[26]University of Minnesota, Communication I Syllabus, op. cit., p. 6.

and to make a maximum of six talks during the year. The other syllabi make no mention of oral reading. Subjects for the speech assignments are freely chosen by the student, although the assignments may stress different aspects of skills in speech. There are no required theme assignments, and each student receives individual instruction in writing. The student is assigned a weekly two-hour writing laboratory period in which he is to compose his thoughts in written language. He is encouraged to relate his writing to the communication course and to his other courses.

Listening skill is emphasized in the weekly lecture periods. Notes are required and frequent tests of listening ability are given. Two hours are spent weekly in a discussion period which is centered in the study of the material in the English anthology. The emphasis is on improving the communication arts through improving skill in critical reading. Here in this emphasis on reading and discussion of literature we find something which is unique to the Florida syllabus among the three syllabi analyzed. This syllabus contains appendix material which includes vocabulary lists, an annotated list of books for college freshman, and a large list of books which are reserved for the class.

Summary and Implications

From a brief analysis of three differing communication syllabi, it is possible to draw only limited inferences. Courses in communication aim at improving a student's skill in communication and developing an understanding of the social and symbolic nature of the process of communication. These courses are practical rather than theoretical; the student is not solely concerned with abstracting about communication, but rather with guided experiences in communication. The authors of the syllabi seem to have in mind both the practical role of communication in the life of the student and the larger role of communication in shaping the world in which the student lives. Perhaps, one must also insert here that differences among the courses may be more apparent in the syllabi than real in the actual teaching and learning experiences in the class.

It is evident in all three programs described in the syllabi that the course organizers have limited the course content only to whatever they think necessary for the development of achievement in communication skill on the part of the student. The present-day communication course work in these three universities seems to contain elements from psychology, sociology, semantics, rhetoric, literature, and linguistics, the one unifying factor being the communication

process. While constantly experimenting in different aspects of teaching a communication course, the three communication departments described in this chapter seem to seek to help the student relate the activities of reading, writing, speaking, listening, and to develop the power of communication on the part of the student.

CHAPTER IV

ASSUMPTIONS, OBJECTIVES, COURSE APPRAISAL, AND RECOMMENDED COURSE ACTIVITIES

Chapter II described the student for whom this course is planned. From that data answers must be deduced for this basic question: What do freshmen at Hesston College need stressed in particular in their basic communication course? The need for communication skills is embodied implicitly in the philosophy of education at Hesston College. The statements in Chapter II (page six) concerning man's role as a witness imply that the Hesston College student will live in situations demanding public speaking, public reading, group discussion of problems, expository writing, and listening with critical understanding. A basic communication course at Hesston College should attempt to train the students in many such communication abilities.

More specifically, this course should be planned to meet primarily the communication needs arising in rural and small urban groups. Both the student's vocational choice and community status confirm this need. Examples of such communication needs would arise from these situations: Farm Bureau meetings, local Parent-Teachers Association, civic clubs, charity drives, youth club leadership, business and customer relationships, professional clubs. Next, training in

communication for leadership should be included, for data reveal that the Hesston graduate is given positions of responsibility in his community. In order to meet the communication needs of leaders, the course could include, for example, such experiences as leading group problem-solving through discussion, leading committee meetings, writing reports of group action, utilizing such media as newspapers or radio for news about the groups in which they hold membership, leading a formal program, and reading effectively to an audience. Hesston graduates would frequently use oral reading in business meetings, and oral Scripture reading in their churches. Third, since it is apparent that the isolation of the student's community is breaking down, the widening of his social contacts creates situations in the student's life which demand critical analysis of the mass media which influence his society. Some experiences which aid in understanding and evaluating language as it is used in mass media should be included in the recommended course.

Fourth, the conception of man as a witness implies that this course needs to train the student for testifying in public to the beliefs which he holds. Fifth, the data from Chapter II reveal that this course must not be regarded as a terminal course. It should meet the student's communication needs for a college career and give him background for special courses based on language; i.e., speech, debate, creative writing.

Basic Assumptions of the Recommended Course

To establish the objectives and recommended activities for the course, it is necessary to set forth a positive point of view concerning the communication process and the learning process as it relates to communication teaching. The following statements have been selected as a basis for establishing the assumptions which undergird the course work.

> 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.[27]

> A vital function of the study of communication should be to consider both the methods of conveying thoughts and opinions in a modern society and the implications for the reader or unseen audience.[28]

> Communication is best considered as involving four levels of personality integration, namely: the biochemical, physiological, psychological, and the sociological level . . . (but) . . . communication is unitary in nature.[29]

> 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

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[27] Gladys L. Borchers, Claude M. Wise, Modern Speech, (New York, Harcourt, Brace and Company, 1947), p. 254.

[28] Howard H. Dean, Effective Communication, (New York, Prentice Hall, 1953), Preface, p. vii.

[29] James H. Platt, "What Do We Mean by Communication?" Journal of Communication, 5:22, Spring, 1955.

> and intention. . . . Communication is effective when it is forthright, simple, specific and adaptable to the audience, in intention, tone, meaning and construction. 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.[30]

From these statements and background reading concerning communication programs elsewhere, it is possible to build the following assumptions which will guide the formulation of the course. The first four deal with the communication process, the second four with the learning process in relation to the communication course, and the last two assumptions deal with the nature of language and the responsibility of the communicator.

1. Communication is a social process involving two or more persons. Communication is a major factor in creating and sustaining the structure of society as we know it. The implication for course work is the necessity for language activities that are related to actual social situations.

2. Communication is a symbolic process with verbal and non-verbal symbols as the representations of the communicator's thoughts. These symbols are used to stir up emotions and meanings in others. The communicator must be aware that

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[30]Fredric Reeve, "Basic Communication at Michigan State College," in Communication in General Education, Earl James McGrath, editor, (Dubuque, Iowa, Wm. Brown Co., 1949), p. 77.

the same symbols may be interpreted differently by different people.

3. Ideas and emotions are fundamental factors in communication. Not only knowledge of common symbols but sound thinking and appropriate emotional responses are necessary for effective communication.

4. Communication is a complex process, involving many fields; e.g., psychology, physiology, sociology, linguistics and semantics. Undue stress on any one will produce a warped picture of communication as a whole process.

5. Communication skills can be learned and improved by experiences in communication which involve spaced practice under competent supervision.

6. Communication teachers will be cognizant of the fact that students need to recognize a purpose in what it is they are to learn, a purpose resulting from a felt urge based on a need or interest for that thing to be learned. This urge is strongest when the skills to be learned are most directly connected with significant personal and social matters. The learner should have activity which is directed toward a purpose he feels desirable.

7. The communication activities of reading, writing, speaking, and listening are so interrelated that progress in one aids progress in the others. More effective skill in these activities may result from a unified approach where

speaking and writing are done on the same subjects, and where reading and listening are related to these experiences.[31]

8. The communication teacher will not only be concerned with the student's skill in communication but also with the student's ability to analyze and evaluate language behavior whether it be between individuals or between a speaker and a mass audience.

9. There can be no absolutism in grammar, word usage, word meanings, spelling or pronunciation since, by its nature, language is constantly changing. Language is basically dynamic and oral.

10. Man is responsible for the validity of his communication and for the effect of his communication upon society. This social responsibility must become a part of a communication course in a free society.

Objectives for a Recommended Communication Course

> Developing the skills of communication is perhaps the least debatable of the objectives of general education. Without free, clear, and distinct communication a true meeting of minds does not occur, and understanding and cooperation are retarded if not prevented. And to communicate easily and well with one's fellows one must be able to write and to read, to talk and to listen.[32]

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[31] Barriss Mills, "'Communication' versus 'Composition'," Education, 72:503, March, 1952.

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

The quotation above urges that general education aims directly at developing in the student the ability to speak, listen, read and write effectively. It is implicitly understood that such power in the language arts enables man to understand his world better and to contribute to that world.

However, the broad goal of enabling the student to contribute to society through his ability to speak, write, read, and listen more effectively can best be understood by stating more specifically what the student is expected to know, to do, and to regard as important; i.e., knowledge, abilities, and attitudes. These specific objectives are expressed as follows:

I. Knowledge and Understanding

- A. Of the nature of the communication process.
  - 1. That it is a social two-way process.
  - 2. That it is a symbolic process.
  - 3. That it is complex, involving many fields of study: sociology, psychology, linguistics, semantics and physiology.
- B. Of the levels of English usage.
  - 1. Formal--colloquial.
  - 2. Standard--non-standard.
  - 3. Spoken--written.
- C. Of principles of clear logical thinking applied to the language arts.

D. Of the way that language activities, both on the personal and mass level, influence social behavior.

E. Of the acdeptable conventions of grammar, spelling, and pronunciation.

II. Abilities and Skills

A. The ability to select and organize ideas and experiences into meaningful patterns of logical thought.

B. The ability to present these logical patterns of ideas and experiences in both speech and writing that are clear and effective.

C. The ability to read with critical understanding and enjoyment.

D. The ability to listen to oral discourse with discriminating judgment.

E. The ability to plan, lead and participate in group problem-solving.

F. The ability to read effectively to an audience.

III. Attitudes and Appreciations

A. Acceptance of responsibility for honest and sincere communication.

B. Ease and confidence in speaking and writing.

C. Interest in reading books of recognized worth.

D. Respect for the right of every man to express his ideas.

E. Acceptance of the necessity for an evaluation of every man's ideas.

F. Continuing interest in developing skill in effective speaking, writing, reading, and listening.

When a course plan includes attitudes in its objectives, it must be noted that we do not acquire attitudes in precisely the same way that we acquire knowledge or skill. Knowledge may come through perception, and skill may follow perception through practice. Although attitudes demand the use of perception and repetition, we cannot assume that the student has acquired an attitude when he has an intellectual perception of it or when we have provided opportunities for him to practice this attitude.

The communication teacher may better realize her objective of developing attitudes and appreciations if she realizes the importance of (1) a feeling of belonging in the group, (2) a permissiveness for change within the group, (3) a feeling of freedom of action within the group. These three factors in the classroom provide an emotional climate which is favorable to a change of attitude. For example, they lessen the student's resistance toward a change of attitude because a change might cause him to be ostracized from the group. If the student is able to connect a change of attitude on his part with a satisfaction of his needs, and if a favorable

emotional climate exists in the classroom, then it may be possible to accomplish the last six objectives mentioned above on a level of behavior.[33]

Course Appraisal

The old theory that anything that exists can be measured is small comfort to course planners as they go about finding means to measure the effectiveness of course activities. Does the course accomplish what it sets out to accomplish? This question involves a two-fold evaluation problem: (1) How do we measure the student's achievement? and (2) How do we measure the strengths and weaknesses of the course? These two problems are like the two sides of a coin; you cannot pick up the one without the other, but for the purpose of this discussion the focus will be on number two--measuring course effectiveness.

Four Ways of Measuring Course Effectiveness

1. Student rating of the course. The student as the consumer of the course may give constructive criticism through carefully constructed student questionnaires. Two examples of student opinion questionnaires are listed in Appendix II. One

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[33]Kenneth Benne, Bozidar Muntyan, Human Relations in Curriculum Change, (New York, Dryden Press, 1951), p. 25 passim.

is planned for use in communication courses, and the other is built to measure student opinion in any class.

2. Objective rating of the students' achievement. The rating of students' achievement by objective tests given at the beginning of the course and at the end will indicate weaknesses and strengths in certain areas of the course. A number of tests are available which measure reading rate and comprehension. Among those available are the following:

a. Iowa Silent Reading Tests, Green, Jorgenson, Kelley, World Book Company, Level: Grades 9-13. Four Forms.

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

c. Reading Comprehension, Cooperative English Test, Form C2, Cooperative Test Service, Level: Grades 11-16.

Other suggested objective tests of English skills are as follows:

d. Iowa Placement Examination: English Aptitudes: Series EA1, Revised, Bureau of Educational Research, State University of Iowa, Level: Grades 12, 13.

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

f. Cooperative English Test, Lower and Higher Levels. Cooperative Test Division, Educational Testing Service, New York, Level: Grades 11-16, 1940-51.

Tests such as these have been criticized on the point that they do not correlate with an ability to use language. Charles W. Harris remarks in connection with test number f, mentioned

above, "The question of the relationship of this type of performance to actual use of language is not answered unequivocally."[34] However, tests such as these are conceded to be the best devices for measuring "English Skills" that have yet been developed.

There is a need for objective tests in other areas of communication courses; viz., listening, speech. If, for example, we aim to teach critical thinking as the basis of communication, we should test for advances in ability to think critically. The Educational Testing Service has done work in testing for interpretation of data, application of principles, and logical reasoning. Use of tests such as these may help the communication teacher to evaluate to what degree certain often neglected objectives are being met.

3. Subjective rating of students' achievement. The subjective rating of student achievement is necessitated by the lack of objective methods for determining achievement in certain areas of speech and writing. Perhaps this situation will always exist, for the test form must be made in recognition of the type of skill being tested. Perhaps changes in speaking ability can never be wholly measured by objective tests. As an aid to subjective testing, various rating scales have been developed to help the rater in approaching the test with balance

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[34]Oscar Krisen Buros, editor, The Fourth Mental Measurements Yearbook, (Highland Park, New Jersey, Gryphon Press, 1953), p. 155.

and objectivity. Several examples of these are included in the Appendix.

4. Miscellaneous ratings of students' retention of communication skills. Occasional checks on the students' transfer of verbal skills to courses taken after the communication course would help give an indication of the retention and use of skills developed in communication classes. Second, through cooperation between an alumni office and a testing office, it might be possible to obtain a follow-up check of graduates and their use of verbal skills. This may give a more complete picture of the effectiveness of the course and at the same time help course planners to build a course to meet the demands for communication in daily life. Third, comparing students' course opinion and communication achievement scores with the scores on identical tests taken by students in other schools may serve as an additional check on a broad course appraisal plan. These three types of ratings mentioned above are recommended for pioneer research work.[35]

Factors Involved in Course Appraisal

To keep the picture of any course appraisal free from distortion, it may be well to consider certain additional factors. First, a class situation is compounded of human beings,

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[35]Arthur E. Traxler, editor, "Measurement and Evaluation in the Improvement of Education," American Council on Education Series, 15:61-65, April, 1951.

and in any human educational situation there are uncontrollable variables of motivation, teacher ability, student ability and background, and many others. Any appraisal of course plans that assumes the achievement of the student resulted totally from the lectures or activities is educationally naive because it fails to search for divergent phenomena that exist in every human situation and that affect the success of any course. To determine to what degree these variables affect the effectiveness of a course is a fresh problem in every situation. While the universality of man's needs makes course goals and content fairly stable, the variableness and diversity in human situations make course appraisal an uncertain and never-ending task.

Second, the danger of rating a course by objective testing of something other than what the course stresses as important is a real factor to consider. For example, rating a course solely by student achievement in reading or in the language mechanics of spelling, grammar, and vocabulary, seems to be unrealistic in a communication course that stresses the importance of adapting conventions of language to the communication situation. The testing of student achievement, and hence the testing of course effectiveness, must be carefully related to the goals and philosophy of the course.[36]

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[36]John Gerber, "Testing and Evaluation," Papers Given at a Conference on College Courses in Communication, (Clyde Dow, editor, Speech Association of America and National Council of Teachers of English, 1947), p. 50.

The validity and reliability of subjective testing and rating is a third factor in course appraisal. Methods such as anonymously marked themes, rating scales, in-service training for instructors, may raise the validity and reliability of subjective speech and theme ratings. These student performance ratings may be correlated with objective tests of expression and correctness to gain a more complete picture of validity on both objective and subjective ratings. Increasing the validity of our rating will indirectly increase the validity of our course appraisal.

A fourth factor to consider is the help that a course appraisal program should give in providing facts for answering questions like these. Does the integration of writing, speaking, and reading into one course plan seem justified on the basis of increased student proficiency in those skills? Where do we draw the line for the proficiency that is necessary for credit in a communication course? Facts which will help answer these and similar questions should be found through careful course appraisal over a period of time.

These few factors indicate the uncertainty inherent in any pronouncement on course effectiveness. They may make course organizers aware of the folly of operating as if they knew all the answers. A realistic conclusion in a course appraisal may read as follows: The course was effective in producing certain changes in student achievement in so many

instances under certain conditions with certain methods. While recognizing the unknown human factors, it is tentatively believed that certain methods and course plans were effective (ineffective) in reaching the goals of the course.

Perhaps the picture of appraisal is brightened by the incidental benefits that accrue with the exercise of course appraisal methods--benefits such as the use of techniques that consistently seem to gain results, a re-evaluation of course goals, more awareness by the student of the struggle for course effectiveness, and more valid and reliable grading systems and tests.

Suggested Course Activities for Basic Communication

The activities are intended to implement specific objectives, but it must be kept in mind that incidental learning occurs in all educational activities. There, also, can be no guarantee that these particular activities will invariably produce these certain learnings. It is enough to say that they may meet the objectives to some degree. Through course appraisal it may be possible to find to what degree these activities produce the desired results. The worth of a study of this type is found partly in later revisions of the course after its use and testing.

Explanation of Procedure

The recommended course plan below is composed of three units. Each unit forms its activities around a single idea concerning communication, and these ideas are increasingly complex. For example, the first two units focus on the main functions of language: to convey meaning, and to persuade to a point of view, feeling, or action. The third unit focuses on these two functions of reporting and persuading and attempts to provide experiences which show the pupil how these functions are carried on in society at large. The units are built on the belief that the learner will become more skilled in communication through repeated guided experiences in speaking and writing, and in experiences of understanding and evaluating other's speaking and writing through listening and reading.

The three units were chosen with the material of Chapter II and IV in mind. As shown in Chapter II and the first part of Chapter IV, the student for whom the course is planned faces communication situations of reporting and exchanging information; he faces situations of persuading others as he lives his life as a witness.[37] The student will face these same functions of reporting and persuading in a larger context of society; the third division of the course emphasizes the study

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[37] See pages 15, 39, and 40.

of mass media. As stated earlier in Chapter IV, the broad goal of enabling the student to contribute to society through his increased skill in communication and his knowledge concerning it helps provide a logical basis for a course sequence which emphasizes the functions of communication: reporting, persuading, and these two functions as related to mass communication.

Within the three units the activities will be subdivided in a modified simple-to-complex order. The order of read, listen, write, and speak, must be modified by the individual instructor under the idea that activities should also be arranged in an order which is best for motivation and sustaining interest. Thus, class activities may deviate from a strict logical order, but the deviation may be more sound psychologically than logically. For instance, it may be more logical to study intensively the organization of an idea before attempting to speak or write. However, the awareness of a need for organization may be more keen after one speaks and listens to the speaking of one's classmates.

The communication course is set in an academic framework of two semesters. The course is a three-hour, three-credit course each semester. Six hours of credit in communication are required for graduation from Hesston College. A unit of work may extend, then, over a semester since the same students are enrolled for both semesters. The communication classes

will be separate from each other; there will be no lecture program given in common to all communication students. However, all communication classes will follow the same general course of study and will be given similar tests. Enrollment for each class will be held, in general, to a maximum of twenty-five students.

The units contain more suggested activities than can be used in the time allotted in one school year. Activities which seem to meet the needs, interests and capabilities of the students may be selected from the units and adapted to any one class situation.

Unit One: Language is used to stir up meaning.[38]

Specific objectives: to develop in the student

1. The ability to find patterns of organization in speech and writing.
2. The ability to organize ideas in speech or writing that is clear, effective, and understandable.
3. The ability to convey meaning through effective oral reading.
4. The ability to select and use a level of language which is appropriate to the communication situation.

The central purpose in Unit One is to help the student gain skill in reporting information and presenting ideas and facts in effective, understandable patterns of speech and writing. The five sub-divisions of this unit are as follows:

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[38]Any source material referred to in the three units will be found more completely in the bibliography of source materials listed at the close of the units. Material is indicated in the units by the author's name only.

the language process, organization and presentation of a single idea, definition, the long written expository report and oral report, and effective oral reading.

This first major unit may be organized around these five emphases which could be preceded by a two-week orientation period. These sub-divisions may be used in different time sequences as is feasible in any one school situation.

One emphasis necessary to meet the unit objectives is an emphasis on the medium of language itself and on the dynamic process of communication. Here the student may study about the symbolic process, about vocabulary and usage, and about the purposes of communication. As a part of that learning in this sub-unit, the students may discuss their personal use of varying levels of English usage, report on the variability of dialects within the class and read Perrin, Chapters II and III. The accelerated student could make a tape recording of different levels of usage or of different dialects. The class may write a vocabulary list of synonyms on different levels of usage and read and evaluate various theories of vocabulary building. Each may then take a standardized vocabulary test to be entered in his personal file. The student may read about the process of symbolizing in books by S. I. Hayakawa, Stuart Chase, and William Leary and James Smith. The ideas proposed in these chapters may be discussed in small groups and reports made to the class. The student may be introduced

through class lecture periods to the idea of descriptive grammar. It would be helpful to have each student analyze his personal use of the conventions of grammar as preparation for speaking and writing during the semester. For his speaking and writing experience, the student may observe any simple mechanical process; then he might evaluate his personal use of the language medium as he makes an oral report of an observation. Observation and analysis of one's own and one's friends' purposes in major acts of communication during a short period of time will furnish discussion material for learning the purposes of communication.

The second emphasis or sub-unit may be centered around the development of skill in presenting a single idea. Here the students may listen to speeches from platform and radio and outline their main points. The same kind of thing can be done by observing forms of support used in speaking and writing. The student may read articles and analyze their organization and support. Speech texts may be consulted for information about different forms of organization; e.g. chronological, problem-solution. Texts may be consulted for information about forms of support; e.g., examples, analogy, testimony. The class may revise scrambled sentences into logical paragraph form and arrange paragraphs into logical sequence. The student should give at least two speeches and write two reports using several forms of support and a definite

pattern of organization in presenting a single idea.

A third sub-unit might focus on the process of definition and demonstration. Suggested activities would involve the student in reviewing the process of symbolizing, writing a definition of an abstract concept such as freedom and a definition of a concrete object and comparing these two definitions. The student may give a speech of demonstration using visual or auditory aids.

As stated on page 40 the knowledge of and skill in effective oral reading is a need of Hesston College students. An oral reading sub-unit may contain the following activities. The student may listen to voices of speakers from pulpit and platform. Recordings of voices of well-known speakers of the day could be the subjects of class analysis. The student's voice should be recorded, and he may listen critically for factors of rate, pitch, enunciation, and force. The class may listen to a lecture on oral reading techniques and read concerning these techniques. The students may read aloud individually in class from selections of various types and read publicly as opportunity presents itself.

The fifth sub-unit under Unit One is directly concerned with developing skill in and knowledge of the techniques of research and of writing the long report and making the long oral report. This unit will be developed in detail in Chart One as an example of recommended procedure.

Unit Two: Language is used to persuade one to a point of view, feeling or action.

Specific objectives: to develop in the student

1. An understanding of the principles of clear, logical thinking.
2. An understanding of the devices of persuasion available to speakers and writers.
3. The ability to arrange facts in speech or writing that is persuasive.
4. An understanding of the connotative power of words.

The central purpose in Unit Two is to help the student to develop skill in presenting his ideas persuasively and to develop his understanding of communication which is persuasive in nature. There are five possible sub-units which may be included under the second unit. These are reason and proof in persuasion, language and non-language factors in persuasion, formal persuasion, informal persuasion, language and ethics.

The first emphasis is on using and evaluating evidence and reasoning as proof in persuasion. In this unit the student will learn to test his reasoning and evidence as he attempts to prove his ideas. Activities which may motivate this check-up are as follows: analyze an article in order to find examples of forms of reasoning used by the author; read in Leary and Smith about inductive and deductive reasoning; participate in reviewing the tests of authority and validity of sources; write an assessment of the statements of reason and evidence one could use in persuading someone to accept a

specific idea; listen and read to find all possible forms of evidence available to the communicator. Then, using mainly logical appeals the student may speak persuasively concerning a specific idea. The emphasis for the listener and reader in this unit is on screening the devices of propaganda as he listens and reads. Some class time may be spent in isolating and discussing these devices; for instance, the big lie, scapegoat, ad hominem.

A second sub-unit may be centered on the language and non-language psychological factors of persuasion. The student may listen for examples of the persuasive power of the connotative factor in words. He may experiment with different arrangements of main points and of support of an argument in an effort to find the most persuasive arrangement. Hayakawa and Chase may be consulted for information about the affective meanings of words and their relationship to persuasion. Psychology texts may be consulted as sources of material for relating persuasion to the basic needs and drives of man. The student may examine any persuasive speech in Vital Speeches and attempt to list the motivations that the speaker appeals to and also assess the effectiveness of the motivation in that communication. The class may observe examples of tact in persuasion. They may set up examples of ineffective and effective use of voice and delivery for maximum persuasion. Using emotional appeals mainly, the student may write a paper on the

same topic as used for the speech in the first sub-unit.

A more formalized act of persuasion, problem-solving debate, is the center of the third sub-division. The student participates in a series of debates on a question chosen by the class. Other activities for the student may be discussing the form of a problem-solving debate (the analysis, solution and evaluation speeches), listening to an exhibition debate by the college debate squad, practicing the skills of scanning when reading source material as a background for both the debate process and the debate proposition, doing library research on the debate proposition, preparing cards and sorting the relevant from irrelevant evidence, preparing a simple, logical debate brief, preparing the debate speeches, and finally participating in a debate.

The fourth emphasis in the unit of persuasive communication is centered around the relationship of language and ethics. This unit is developed in detail in Chart Two.

A fifth and last emphasis or sub-unit could be a return to the less formalized acts of persuasion as the student renews his practice in the skill of persuasion in his everyday life. Together the class may set up a list of beliefs which they hold and which they may be called upon to explain to others. After doing research for proof, both logical and emotional, the class may be divided into small groups, and each student may persuasively discuss his topic with the group.

The group rates his ability to persuade. Then the student writes a persuasive essay and presents a short persuasive speech on this same personal belief.

Unit Three: Language is a force in society.

Specific objectives: To develop in the student

1. The ability to read newspapers and magazines and listen to the radio with critical understanding.
2. The ability to use such media for news about events occurring in the community.
3. An awareness of the world of assumptions which is reflected in and shaped by the language of the mass mediums.

The central purpose in Unit Three is to help the student gain skill in using mass media for communication in his community and gain understanding of the problems of interpreting and evaluating communication as found in newspapers, magazines and on the radio. The committee and group discussion techniques will be used more extensively here than in previous units.

The divisions of this unit are two. The first is centered on the subject of becoming a critical and understanding receiver of mass communication. This unit is shown in more detail in Chart Three.

The second sub-unit emphasizes becoming a skillful user of the mass communication facilities available in the community. As a group the class may cooperatively set up a list of areas in their lives in which mass media may be used for

communication purposes. Each student may choose one area -- such as clubs, church, vocations -- and may select several typical news items from that area and prepare them for communication through some mass medium. Because the sponsoring agency of Hesston College also operates a publishing house which solicits written material from its readers, the class may enter its contributions (stories, articles, profiles) for publication in the Mennonite Publishing House Annual Writing Contest. The class may listen to lectures by the town newspaper editor and program manager of the local radio station on the use of mass media by the community.

To illustrate more specifically how these units might be organized so that the objectives and purposes may be accomplished through interrelated activities, the following charts are presented. Chart One is a sub-unit of Unit One, Chart Two a sub-unit of Unit Two, and Chart Three a sub-unit of Unit Three.

CHART ONE

THE RESEARCH PAPER

Six Weeks

OBJECTIVES	SKILLS	ACTIVITIES
Ability to use the library resources skillfully.	Listen	Listen to a lecture on the library, the heart of the college. Review the book classification systems.
	Write	Fill in mimeographed exercises on the use of the card catalog and the reference room.
	Read	Read mimeographed copies of the library rules.
	Speak	Select a type of reference material and give an oral report on its use in research.
		Participate in discussion of the parts of a book: title page, preface, table of contents, appendixes, bibliography, and index.
	Read	Read in Leary and Smith, "How to Read the Chicago Tribune", by Milton Mayer and select three of the author's footnotes. Go to the library and check on the accuracy of the footnotes.
		Report your findings on the article in Leary and Smith, "How to Read the Chicago Tribune."

CHART ONE - (continued)

OBJECTIVES	SKILLS	ACTIVITIES
Ability to limit a subject to a division which can be dealt with thoroughly in not more than 3500 words.	Speak Read	Participate in a discussion of the principles to use in selecting and narrowing a subject for a research paper. Use students' papers to clarify and stress the principles.
	Write	Take three general subjects concerning language and from each of them derive three limited topics which could be handled in 2500-3000 words.
	Write	Write a sketch of the proposed term paper. Explain why this subject was chosen, why it may be of interest to anyone, and how it relates to the study of communication. State the exact question you wish to answer or state the policy you wish to set up, including alternate proposals.
	Write	From a preliminary survey of the library resources write a list of available materials on your subject: reference works, books, periodicals, pamphlets, and clippings.
Ability to organize data into logical divisions of any subject.	Read Write	Define the key terms used in your research paper. Applying these definitions, state the limits of your paper.
		Hand in notes taken from reading the source material for the research paper.

CHART ONE - (continued)

OBJECTIVES	SKILLS	ACTIVITIES
		Have the notes classified according to divisions of the subject. Make several trial outlines of different arrangements of the main divisions of the subject: chronological, problem-solution, natural, or cause and effect. Then decide on the best one and make a rough working outline; submit this for the teacher's inspection, then polish the outline into a permanent outline to be included in the final draft of the paper.
Ability to assess the validity of sources and to draw valid inferences from facts.	Listen	See and hear the film: How to Judge Authorities.
	Write	From your research, write an assessment of a few main assertions made and supported by statements of evidence in one of your sources. Evaluate their worth by considering: (1) the authority of the author, and (2) the internal value of the statement.
	Read	Read in Leary and Smith the following: "The Language of Reports". S. I. Hayakawa; "Rationalization". Percival Symonds; "Logic". Percy Marks.
	Speak	Participate in a discussion of the Leary and Smith readings and emphasis their application to the writing of research papers.
	Read	Analyze major inferences or generalizations found in one of your textbooks. Reduce the inferences and generalizations to the statements of fact on which they rest.

CHART ONE - (continued)

OBJECTIVES	SKILLS	ACTIVITIES
	Speak	Select a major generalization which is important to your paper and read it to the class. The group will assist you in applying the tests of generalizations and will give their rating of the soundness of the reasoning.
Ability to use the acceptable forms of documentation in research writing.	Read	Read in Perrin the chapter: "The Reference Paper." Read the pamphlet: A Brief Guide to Writing Term Papers, Leland Miles and Frank Baker.
	Listen	Listen to a lecture on "Avoiding plagiarism."
	Speak	On the basis of your reading, discuss the questions: where to document and when to document.
	Write	Do written exercises on unscrambling bibliographical and footnote entries.
Ability to organize ideas in expository writing and speaking which is clear, effective and understandable.	Write	Write a rough draft of your research paper.
	Listen	Listen to a lecture on "Writing up the experiment."
	Write	Revise this first draft of your paper. Submit it for evaluation.
	Read	Read in Sarett and Foster the chapter: "The Body-Exposition... ."

CHART ONE - (continued)

OBJECTIVES	SKILLS	ACTIVITIES
	Write	Rewrite and polish the mechanics of the final draft of your research paper. This, and the bibliography cards, should be submitted to the instructor for a final evaluation.
	Speak	Give an expository speech (five to seven minutes) concerning a portion of your research subject. Be careful not to lift portions from your paper in preparing the speech. This is partially an exercise in adapting the written language of your paper to an oral situation.
	Listen	Listen to your classmates. Participate in rating each speaker with a speech rating scale. Write a summary statement of the main proposition in each speech.

KEY TO SOURCE MATERIAL MENTIONED IN THIS CHART

1. Leary, William, and James S. Smith, Think Before You Write, (New York, Harcourt, Brace and Company, 1951).
2. Perrin, Porter, Writer's Guide and Index to English, (New York, Scott Foresman Company, 1950).
3. Pamphlet: Miles, Leland, and Frank Baker, A Brief Guide to Writing Term Papers, (Dubuque, Iowa, Wm. C. Brown Company, 1955).
4. Sarett, Lew, and William Foster, Basic Principles of Speech, (New York, Houghton Mifflin Company, 1946).
5. Film: "How to Judge Authorities," (sound), 10 minutes, (color), University of Illinois, Urbana, Illinois.

CHART TWO

LANGUAGE AND ETHICS

Three Weeks

OBJECTIVES	SKILLS	ACTIVITIES
An awareness of unethical practices concerning language.	Read	Read chapter 10, "Language and ethics," in Modern Speech, by Gladys Borchers and Claude Wise.
	Speak	Review through class discussion the factors inherent in the nature of language which make distortion, disillusionment, and misrepresentation possible.
	Listen	See and hear the film: Propaganda Techniques.
	Listen Read	Observe examples of the use of language which caused someone or a group to be hurt in some way (economically, politically, emotionally, or socially).
	Read Write	Start a file of such abuses of language. At the conclusion of the unit, select the best examples and add them to the class file on language and ethics.
	Listen	Listen to a lecture: Language and ethics in a free democratic society.
	Read	Read chapter 19, "Ethical Persuasion," in Speech, Its Techniques and Disciplines In A Free Society, by William Brigance.

CHART TWO - (continued)

OBJECTIVES	SKILLS	ACTIVITIES
	Listen	In the next speech you hear, analyze the use of "authentic signs", a term coined by William Brigance.
	Speak	Participate in a discussion on Aristotle's idea of ethical persuasion in rhetoric. What is meant by the "good man speaking well" idea also?
An understanding of the relationship of "means" to "ends" --- of the "techniques" to the "goals" of the communicator		
	Read Speak	Do independent research on the following statements; then discuss their implications: (1) The realistic view is to find out what gets the results and then to apply the technique that you've discovered; (2) The cause I represent is a good one, and it will benefit many; any technique which will further that cause is a "legitimate" one.
	Listen	Listen to a lecture by the school's professor of philosophy concerning the relationship of technique to goals.
	Speak	Speak four minutes on a subject of your choice. Evaluate your use of the "authentic signs" of ethical speech.
An attitude of responsibility for the validity of one's communication upon the communicatee and society.		

CHART TWO - (continued)

OBJECTIVES	SKILLS	ACTIVITIES
	Speak	Participate in discussion of the individual's responsibility toward society.
	Write	Draw up a personal code for language behavior, including a code for the reader and listener. Help the group to formulate a standard code of ethics for any act of communication.

KEY TO SOURCE MATERIAL MENTIONED IN THIS CHART

1. Borchers, Gladys, and Claude Wise, Modern Speech, (New York, Harcourt, Brace and Company, 1947).

2. Brigance, William N., Speech, Its Techniques and Disciplines in a Free Society, (New York, Appleton-Century-Crofts, Inc., 1952).

3. Film: "Propaganda Techniques," (sound), 15 minutes, (color), Coronet Films, Coronet Bldg., Chicago 1, Illinois.

CHART THREE

UNDERSTANDING AND EVALUATING MASS MEDIA

Six Weeks

OBJECTIVES	SKILLS	ACTIVITIES
		Society - Culture - Mass Media*
(1) An ability to read newspapers and magazines with critical understanding.	Read	Read chapter IX, Mirror for Man, by Clyde Kluckhohn.
(2) An ability to participate in problem-solving through discussion.	(3) Speak	Participate in panel discussions on some questions suggested by such topics: (1) What is a typical American (typical as mirrored in mass mediums)? (2) What is a working definition of mass communication? (3) How do our frames of reference influence our production of mass mediums and our reception of them.
(3) An understanding of American mores reflected and shaped by mass media.	(3) Write	Write a short autobiographical sketch of your main social and political ideas and values. Try to place them in their social and cultural context.
	(3) Listen	Listen to a lecture based on Leo Lowenthal's article: "Historical Perspectives of Popular Culture," found in the American Journal of Sociology, 55:323-332, January, 1950.
	Speak	Participate in oral reports on such topics: periodicals in my chosen vocational field, the differences in governmental regulation in different areas of mass media -- newspapers, magazines, radio, and television.

* Portions of the material found in this chart are taken from the Communication 3: Syllabus, (Minneapolis, University of Minnesota, Department of General Studies, 1954).

CHART THREE - (continued)

OBJECTIVES	SKILLS	ACTIVITIES
		News
	Read	Read selections concerning the reporting of news: Mass Communications, Wilbur Schramm, pp. 7-22, 435-53, 288-303, 496-512, 402-412, 389-401, 321-331.
		Read selections in Think Before You Write, by William Leary and James Smith, pp. 421-430, 402-413, 430-440.
(1)	Write	Compare different newspapers in the following aspects: amount of space devoted to international, national, local, and sport news; emphasis on special departments -- editorial, columns; point of view toward interpreting the news; kind of advertisement.
(1) (3)	Listen	Listen to a lecture by home town newspaper editor: Problems that newspapers face and how newspapermen cope with them.
	Write	Write an account of what happens to a particular event as it becomes "news". This is an annotated description of the event's passage through news mediums.
	Read	Read selections in Schramm, pp. 145-147, 413-423, 239-249, 275-287, 80-101.
		Read selections in Leary and Smith, pp. 444-456, 87-109.
(2)	Speak	Participate in panel discussions on questions suggested by these topics: (1) What is involved in news "interpretation"? (2) How dependable are news magazines as arrangers of the news?

CHART THREE - (continued)

OBJECTIVES	SKILLS	ACTIVITIES
(1)	Write	Contrast the technique in news reporting used by a daily newspaper and a leading news magazine. Compare the four news magazines. (Time, Newsweek, United States News and World Report, and the Reporter) in format, advertisements, content, news interpretation, and style of writing. These investigative papers are optional assignments for the accelerated student.
		Investigative study of a periodical
(1)	Read	Read in Leary and Smith, pp. 457-468, and in Time, 58:64-66, December, 1951.
	Read	Read every article of the issue of the Reader's Digest being used in class.
(3)	Write	Write in declarative sentences the main ideas and underlying values found in two articles in the Reader's Digest being used in class.
(2)	Speak	Participate in group discussions on questions suggested by the following topics. Each group will have its main answers recorded and reported to the group as a whole. (1) What are the Reader's Digest's editorial policies and their results? (2) What is the typical treatment in a Reader's Digest article (language and style)? (3) To what extent is Reader's Digest a digest? To what extent is it a journal of opinion?
	Speak	Speak on a topic selected from a list of topics taken from the issue of Reader's Digest being studied in class. These topics will represent questions concerning the major themes of the "good life" as written up in the issue.

CHART THREE - (continued)

OBJECTIVES	SKILLS	ACTIVITIES
		Fiction in current periodicals
(1)	Read	Read selections from Schramm, pp. 379-380, 346-357, and Atlantic Monthly, 179:98-102, May, 1947.
(2)	Read	Read two stories in Saturday Evening Post and two stories in Harper's or Atlantic Monthly. Contrast their use of language, choice of theme, simplicity of treatment, assumptions, and handling of characters. Study the fiction in two or three issues of a popular magazine in your community. What values are supported in the stories? Does such material have any effect on your personal ideas of good or bad?
(1)	Write	Prepare a detailed audience profile from reading five or six issues of your favorite magazine. You should include the income level, the geographical limits, educational level and social status of the readership. Pay close attention to the advertisements.
(3)	Write	Write a critical analysis of one story in the Saturday Evening Post. Follow these questions:* 1. What is the central problem of the story? 2. What conflicts are involved in the working out of the problem? 3. Which characters are given a detailed individual portrayal? Which are only sketched in stereotyped details? 4. Is the motivation of the characters clear and credible?

* These questions are taken from the University of Minnesota, Communication 3: Syllabus, op. cit., p. 46.

CHART THREE - (continued)

OBJECTIVES	SKILLS	ACTIVITIES
		5. Is the dialog appropriate to the situation and characters? 6. What symbols are used to characterize different individuals and groups? 7. What solution to the central problem is stated or suggested? 8. How convincing is the solution? 9. What ideas and values are given about such themes as the role of women, of men, success in business life and social life?
		Finale
(2)	Speak	Participate in a final panel discussion on questions taken from these topics: (1) What sterotyped values are found and how are they supported in one or more sources of mass media? (2) How can the "individual" survive under the impact of the leveling power of all forms of mass media?

KEY TO THE SOURCES MENTIONED IN THIS CHART

1. Anonymous, Communication 3: Syllabus, (Minneapolis, University of Minnesota, Department of General Studies, 1954).

2. Atlantic Monthly, 179:98-102, May, 1947.

3. Kluekhohn, Clyde, Mirror for Man, (New York, Copyright by McGraw-Hill Book Company, 1949, Published by Whittlesay House).

4. Leary, William, and James S. Smith, Think Before You Write, (New York, Harcourt, Brace and Company, 1951).

OBJECTIVES	SKILLS	ACTIVITIES

5. Lowenthal, Leo, "Historical Perspectives of Popular Culture," American Journal of Sociology, 55:323-332.

6. Schramm, Wilbur, Mass Communications, (Urbana, University of Illinois Press, 1949).

7. Time, 58:64-66, December, 1951.

SOURCE MATERIALS SUGGESTED FOR THE COURSE

I. Books

Brigance, William N., Speech, Its Techniques and Disciplines in a Free Society, (New York, Appleton-Century-Crofts, Inc., 1952), 574 pp.

Chase, Stuart, The Tyranny of Words, (New York, Harcourt, Brace and Company, 1938), 386 pp.

Hayakawa, S. I., Language in Thought and Action, (New York, Harcourt, Brace and Company, 1949), 307 pp.

Keyes, Kenneth, Jr., How to Develop Your Thinking Ability, (New York, McGraw-Hill Book Company, 1950), 238 pp.

Leary, William, and James S. Smith, Think Before You Write, (New York, Harcourt, Brace and Company, 1951), 490 pp.

Oliver, Robert, Dallas Dickey, and Harold Zelko, Communicative Speech, (New York, Dryden Press, 1955), 376 pp.

Perrin, Porter, Writer's Guide and Index to English, (New York, Scott Foresman Company, 1950), 822 pp.

Schramm, Wilbur, Mass Communications, (Urbana, Illinois, University of Illinois Press, 1949), 362 pp.

II. Films

"Boundary Lines," (sound), 11 minutes, (color), Internation Film Bureau, 57 E. Jackson Blvd., Chicago 4, Illinois.

"How Not to Conduct a Meeting," (sound), 10 minutes, Department of Public Relations, General Motors Bldg., Detroit 2, Michigan.

"How to Judge Authorities," (sound), 10 minutes, (color), University of Illinois, Urbana, Illinois.

"How to Listen," (filmstrip), 55 frames, Todd Visual Service, 16019 Hamilton Avenue, Detroit 3, Michigan.

"Persuasion Makes the World Go Round," (sound), 50 minutes, Caravel Films, 730 Fifth Avenue, New York 19, New York.

"Propaganda Techniques," (sound), 15 minutes, (color), Coronet Films, Coroner Bldg., Chicago 1, Illinois.

III. Pamphlet

Miles, Leland, and Frank Baker, A Brief Guide to Writing Term Papers, (Dubuque, Iowa, Wm. C. Brown Company, 1955), 34 pp.

CHAPTER V

SUMMARY AND SUGGESTIONS

The problem of planning a course in communication for a small liberal arts junior college was undertaken not in the sense of a final pronouncement on communication programs, but rather to create a communication plan inductively built on data concerning a particular school and student situation.

Data was found concerning the school. The philosophy of this particular school, Hesston College, implies that the college exists to fit students for the role of a servant of God through serving one's immediate society. Because Hesston College believes that clear thinking, clear expression, and listening with understanding are essential to effective social service, these abilities are explicit in the philosophy of the college.

Data was found concerning the freshmen students. The data collected from the records of 1951-54 freshmen classes revealed the educational, vocational, and social backgrounds of the classes. The typical freshman ranked in the 53rd percentile in comparison with the national norms for the Cooperative English Test. He entered college to prepare for church service and to receive vocational training. The occupations of church work and teaching occupied two-thirds of the 1945-49

graduates. Data showed that 52 percent of the Hesston College graduates finished a four-year college curriculum. The social environment of the freshmen was that of a small, rural or village community, which was closely knit by a strong religious affiliation.

The background of the recommended course was broadened by a brief analysis of the communication syllabi used in three universities. This analysis dealt with their assumptions about communication, the objectives of their courses, and the student activity found in these syllabi.

In addition to the investigation of the student and the college and the analysis of three university communication syllabi, a point of view concerning communication and learning was developed as a basis for establishing the objectives and units of the communication course. Communication was defined as a social and symbolic process whereby a person is able to stir up meaning in another. The four distinct activities involved in this process are speaking, writing, reading, and listening; they are skills that may be learned and improved by supervised practice. Following the investigation of philosophical assumptions which stand behind a communication course, a series of specific objectives were recommended for this particular communication course. The general goal of helping the student contribute to society through his increased knowledge of and skill in speaking, writing, reading and listening was established.

In view of the objectives, a sequence of three units was recommended. The units are based on the functions of communication, and the course content attempts to help the student gain an understanding of the communication process and its functions of reporting and persuasion. This knowledge is a logical basis for experience in speaking and writing, reading and listening. It is believed that the student will develop skill in communication through these guided experiences in communication. The title of Unit One -- Language is used to stir up meaning -- verbalizes a concept which involves the student in studying the language process, organizing and presenting a single idea, defining words, writing a long expository report, adapting that report to a oral situation, and practicing effective oral reading.

The title of the second unit -- Language is used to persuade one to a point of view, feeling, or action -- points the way to activities concerning reason and proof in persuasion, language and non-language factors in persuasion, formal persuasion, informal persuasion, and language and ethics.

The functions of communication take on a new dimension when placed in the context of the larger society. Within the third unit, titled -- Language is a force in society -- the student participates in activities which are designed to produce skill in using mass media facilities for communication within his community. The second group of activities in this

third and final unit give the student an opportunity to become a critical and understanding receiver of mass communication. This, then, is the over-all plan: a unit on reporting, a unit on persuasion, and a unit on language in society.

The study also dealt with course appraisal methods which test the effectiveness of a course plan. It is in this area that the author wishes to make suggestions for further studies.

There is a lack of objective data concerning such areas as correlation between writing and speaking skills. Data should be found concerning more objective means to rate speaking and listening skills. What is the correlation, if any, between correctness of grammar forms and effectiveness of speech and writing? What shall be the time ratio between practice in communication by the student and lectures concerning the process itself?

The author concludes with a restatement of the quotation from Lyman Bryson which is found on page one: a communication course plan may be thought of as a process--always in the state of becoming. There is no final arrival point.

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A P P E N D I X

APPENDIX

I. Sample Forms for Rating Written Composition and Speech.*

II. Sample Forms of Course Evaluation Questionnaires and Scales.

*These rating forms and course evaluation questionnaires and scales are cited by permission of the Michigan State Communication Skills Department and the Board of Examiners, respectively.

Student ..... Date .....

SPEECH RATING FORM

Michigan State University

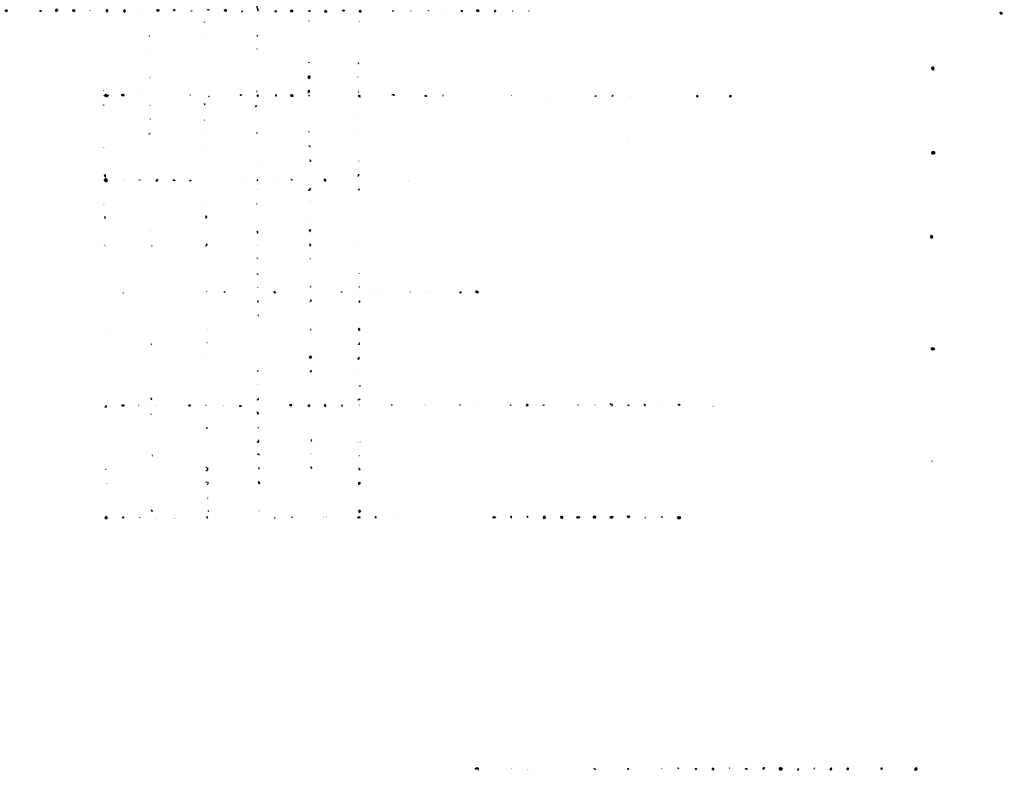
	High				Low	
A. Content and Organization (40%)						Sub Score
1. Does the speaker follow the requirements of the assignment?						
2. Is the content worthy of consideration?						
3. Are the details interesting to the audience?						
4. Does the organization fit the subject and purpose of the talk?						
5. Can the audience follow the development of ideas?						
B. Language (20%)						Sub Score
1. Is the language designed for listening?						
2. Is the choice of words appropriate to the audience?						
3. Is the level of usage appropriate to the audience?						

C. Delivery (40%)

	Sub Score
1. Can the audience hear the speaker?	
2. Are the speaker's sounds intelligible to the audience?	
3. Do the speaker's accent, pace, and pitch help the audience understand his meaning?	
4. Are the speaker's grooming and posture complimentary to the audience?	
5. Do the speaker's movements contribute to the effectiveness of the speech?	

Final Grade on Speech

Rater .....



Student ..... Date .....

FORM FOR RATING WRITTEN COMPOSITION

Michigan State University

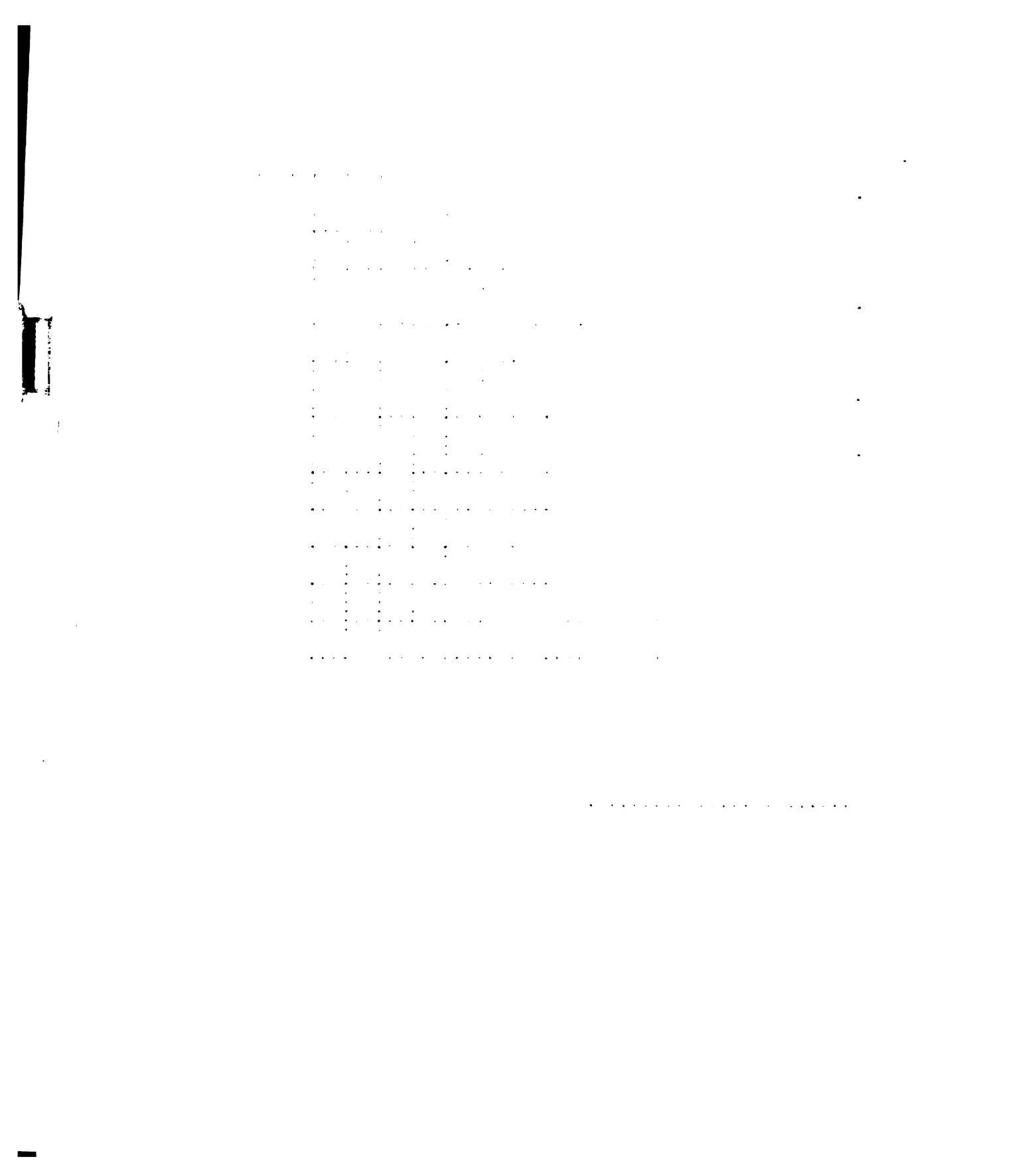
	High				Low	
A. Content and Organization (40%)						Sub Score
1. How well does the writing follow the assignment?						
2. Is there a definite pattern of organization?						
3. Is the subject sufficiently limited?						
4. Is specific supporting material used?						
5. Is the content worthy of consideration in this situation?						
B. Diction (20%)						
1. Does the diction result in stereotyped expression?						Sub Score
2. Does the diction produce clarity and precision of expression?						
3. Is the level of diction appropriate?						

C. Sentence Structure and Mechanics (40%)

	Sub Score
1. To what extent is the writing free from sentence fragments?	
run-on sentences?	
2. Is there evidence of effective coordination?	
effective subordination?	
3. Is writing maturity expressed in sentence variety?	
4. Does the writing exhibit mastery of: agreement?	
punctuation?	
capitalization?	
spelling?	

Final Grade on Paper ☐

Rater .....



STUDENT OPINIONNAIRE

Major_____Sex_____Class_____Grade Point Average ____

Directions: It is the desire of your instructor to continuously improve the instructional program. To accomplish this purpose, a systematic poll of student opinion is sometimes helpful.

Carefully consider each question, then write a thoughtful, sincere response. Draw a circle around the appropriate rating in each of the "b" items. Do not write your name on this paper--your responses have no effect on your grade.

I. a. As you now see it, what is the most important purpose of the course other than receiving credit? _____

_____

_____

b. How well was this purpose met? ..... Excellently Very Well Fairly Well Poorly Very Poorly

---

II. a. What course activity (lecture, lab., demonstration, etc.) contributed most toward the accomplishment of the above purpose? _____

_____

_____

b. How well was this activity carried out?.... Excellently Very Well Fairly Well Poorly Very Poorly

---

III. a. What method of study did you find most necessary to meet the grading requirements of this course?

_____

_____

b. How do you rate this method in terms of its general value?..... Excellently | Very Well | Fairly Well | Poorly | Very Poorly

---

IV. a. What important plan, decision, or course of action are you considering as a partial result of taking this course? _____

_____

_____

b. To what extent did the work in this course influence this consideration? ..... Almost Entirely | To Large Extent | To Some Extent | Little | Very Little

---

V. a. What is the most important action the instructor should take to improve this course?

_____

_____

_____

b. In order to keep student interest and effort at a high level, how important is it that the above action be taken?..... Of Slight Importance | Fairly Important | Important | Quite Important | Very Important

---

VI. If you have any additional comments to make concerning the course, the instructional technique, or the instructor, please state them below or on the reverse side of this sheet.

A SCALE TO MEASURE ATTITUDES

toward

ANY COLLEGE COURSE

On the reverse side of this sheet are statements about college courses. You are asked to consider these statements with reference to a particular course. Read all the statements and check (✓) those that express your feeling about this course.

This scale is designed to measure attitudes and it is not used for any grading purposes. The answers which you give will be regarded as confidential. You are urged to judge each statement according to your own personal feelings about it.

Before beginning work, please record the information requested below:

Name _____ Date _____

Age _____ Sex _____ Class (Fr, Soph, etc.) ___

Major field of academic interest _____

Name of course about which
I am expressing an opinion _____

I have finished this course ..... _____

I am now taking the _____ term of this course ___

I have never taken this course ..... _____

Name of course _____

Check (1/) every statement below that expresses your feeling about this course.

( ) 1. This course is very beneficial to the majority of students who take it.

( ) 2. I am very enthusiastic about this course.

( ) 3. The benefits to be gained from this course hardly justify its existence.

( ) 4. This course does not help students much.

( ) 5. Not enough time is spent on each topic to get the full value of it.

( ) 6. Some parts of this course are very worthwhile.

( ) 7. This course does a good job in covering so much material so clearly.

( ) 8. This course could be helpful if it were better organized.

( ) 9. There are better courses than this and there are worse courses.

( ) 10. This is a good course for college students to take.

( ) 11. This course does a fair job.

( ) 12. Students learn very little in this course.

( ) 13. This course, no doubt, has some value for some people.

( ) 14. If I were limited to taking only one course in college, I would select this course as that one.

( ) 15. I don't see how anyone could ever like this course.

( ) 16. This course is too vague.

( ) 17. This course should be thrown out of the curriculum.

( ) 18. The material taught in this course is not detailed enough.

( ) 19. One should have no difficulty devoting attention to the class work in this course.

( ) 20. It would be hard for anyone to devise a better course than this one.

( ) 21. This course makes a valuable contribution to a college education.

[redacted]

Date Due

Rec'd	2-11-58		
Jun 11 '58			
Jun 26 '58			
[illegible]			
22 [illegible]			
[redacted]			
[redacted]			
[redacted]			

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