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# Developing Communication Across The Curriculum

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Sustaining Excellence in 'Communicating across the Curriculum'

Cultivating Communication in the Classroom

Resources in Education

National Curriculum

Enhancing Curricula

Ebook: Talk for Writing in Secondary Schools, How to Achieve Effective Reading, Writing and Communication Across the Curriculum (Revised Edition)

Learning through Talk

From Neurons to Neighborhoods

The Leader in Me

Communication in Mathematics, K-12 and Beyond

Improving the oral communication skills of senior high school students through the use of task-based strategy

Campus Talk

Oral Communication in the Disciplines

Behavioral Objectives in Curriculum Development

Teaching Communication Across Disciplines for Professional Development, Civic Engagement, and Beyond

From Communication to Curriculum

Classroom Communication and Diversity

Assessing and Developing Communication and Thinking Skills in People with Autism and Communication Difficulties

Developing Baseline Communication Skills

Communication and Interaction in the Early Years

Handbook of Research on Effective Communication in Culturally Diverse Classrooms

Language Development for Maths

A Guide to Developing Communication Across the Curriculum

Teaching Science Students to Communicate: A Practical Guide

Technical Communication and the World Wide Web

Language and Communication in Primary Schools  
Teaching and Learning Communication Skills in Medicine  
Speaking and Listening Activities for the Early Years  
Health Communication  
Electronic Communication Across the Curriculum  
Communicating In School Science  
Guidelines for Developing Oral Communication Curricula in Kindergarten Through Twelfth Grade  
Communicating In School Science  
Creating Media for Learning  
Communication and Collaboration in the Online Classroom  
Instructional Development and Classroom Communication  
Oral Language Across the Curriculum  
Developing Workforce Diversity Programs, Curriculum, and Degrees in Higher Education  
Talking about Oracy: Developing communication beyond the classroom  
Writing Across the Curriculum

*Developing  
Communication Across  
The Curriculum*

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## **ANNA BRODY**

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Sustaining Excellence in 'Communicating across the Curriculum' The Stationery Office

This booklet contains guidelines for developing oral communication curricula in kindergarten through 12th grade. The booklet addresses the issue of whether students are being taught to communicate

effectively, and discusses the following topics: enhancing the role of oral communication in elementary and secondary education; the objective, overview, and criteria of oral communication curriculum (offering 13 guidelines--one for each grade from K through 12--for the development of a comprehensive, developmental elementary and secondary oral communication curriculum); oral communication competencies and content areas for kindergarten through 12th

grade; resources and syllabi; and conclusions. Fifteen tables of examples and 32 notes are included. (PRA)  
Cultivating Communication in the Classroom Jessica Kingsley Publishers  
"This book provides readers with a comprehensive understanding of the human communication issues that must be addressed in higher education as interactive technologies evolve and continue to impact instructional design and practice. Drawing from a wide range of disciplines, the contributors describe

and analyze their experiences in collaboration and in using interactive technologies. The multidisciplinary approach of this book is valuable to anyone interested in pedagogical applications of interactive technologies across disciplines and institutions."--P.4 of cover.

*Resources in Education* National Academies Press

First published in 1991. This practical teacher text, in acknowledging both the importance of the role of communication in the teaching of science and National Curriculum guidelines, examines classroom processes as they relate both to individual learning and to group work in the science classroom.

National Curriculum Routledge

Learning through Talk is a practical handbook. It is designed to help teachers and others working with five to eleven year olds develop the key skills which will enable their pupils to use talk effectively for learning. The activities within the book encourage thinking and learning across the curriculum and help pupils to improve their communication skills and become independent learners. This book provides:

Advice and practical guidance on developing the essential skills of participation, collaboration, positive challenge, resolving differences and reflection A series of motivating and exciting workshop activities Photocopiable resources to support workshops with links to video material on the companion website A practical, blended resource, Learning through Talk helps teachers shift their focus to evaluate the quality of pupils' talk as an insight into the learning process. The authors present tried and tested methods for reflection, including the use of a video diary room, an example of which is accessible online via the Companion Website. An invaluable guide for both trainee and practising teachers, this book will provide those working with children with a practical framework to improve talk and communication in their classrooms in line with current curriculum developments.

Enhancing Curricula CRC Press

This book emphasizes ways in which communication skills are used to enhance the learning process in the disciplines. Specifically, it presents experiences and best practices from institutions in various

cultures – the United States, India, Egypt, Qatar, United Arab Emirates and Australia. Related pedagogical issues that affect engagement - critical inquiry, creativity and integrity - are given prominence. The title "Sustaining Excellence in Communicating across the Curriculum: Cross-Institutional Experiences and Best Practices," thus, provides a framework for the variety of practices that foster student empowerment, cultivate ownership of expression, and sustain learning excellence within and across disciplines. Scholars of CAC, teachers concerned with active, engaging pedagogies across the disciplines, and applied linguists will find this anthology particularly appealing. The culture-specific experiences are intriguing, highlighting surprising similarities and differences in the application of CAC theory.

**Ebook: Talk for Writing in Secondary Schools, How to Achieve Effective Reading, Writing and Communication Across the Curriculum (Revised Edition)** Jossey-Bass

There is no longer any doubt about the place that oral language has in problem solving, in developing literacy and the

intellect, and in acquiring knowledge.

*Learning through Talk* SAGE

"This book is about teachers learning about teaching. It follows a group of faculty through efforts to make their teaching more interactive, and describes the results by reporting the reactions of the first-year college students in their classes." --Cover.

**From Neurons to Neighborhoods**

Taylor & Francis

Meaningful interaction between teachers and students is crucial to any educational environment, and particularly so in intercultural settings. When educators take steps to incorporate culturally responsive teaching into their classrooms, student learning is enriched and improved. The Handbook of Research on Effective Communication in Culturally Diverse Classrooms focuses on the significance of cultural sensitivity toward diverse students and the importance of communication to increase the overall educational experience. Highlighting key concepts relating to curriculum design, teaching models, and critical pedagogies in transcultural classrooms, this book is a pivotal reference source for teachers,

teacher educators, and researchers interested in the impact of intercultural communication in learning environments.

*The Leader in Me* Routledge

This highly-readable book addresses how to teach effective communication in science. The first part of the book provides accessible context and theory about communicating science well, and is written by experts. The second part focuses on the practice of teaching communication in science, with 'nuts and bolts' lesson plans direct from the pens of practitioners. The book includes over 50 practice chapters, each focusing on one or more short teaching activities to target a specific aspect of communication, such as writing, speaking and listening. Implementing the activities is made easy with class run sheets, tips and tricks for instructors, signposts to related exercises and theory chapters, and further resources. Theory chapters help build instructor confidence and knowledge on the topic of communicating science. The teaching exercises can be used with science students at all levels of education in any discipline and curriculum – the only limitation is a wish to learn to

communicate better! Targeted at science faculty members, this book aims to improve and enrich communication teaching within the science curriculum, so that science graduates can communicate better as professionals in their discipline and future workplace.

*Communication in Mathematics, K-12 and Beyond* Multilingual Matters

Workforce diversity refers to a strategy that promotes and supports the integration of human diversity at all levels and uses focused diversity and inclusion policies and practices to guide this approach in work environments. While this concept is not new, publications outlining the programming, curriculum, and degree demands that should exist in universities to promote workforce diversity skill development are missing. Developing Workforce Diversity Programs, Curriculum, and Degrees in Higher Education presents conceptual and research-based perspectives on course, program, and degree developments that emphasize workforce diversity skill development and prepare next-generation leaders for the modern and emerging workforce. Highlighting crucial topics relating to

career development, human resources management, organizational leadership, and business education, this edited volume is a ground-breaking resource for business professionals, scholars, researchers, entrepreneurs, educators, and upper-level students working, studying, and seeking to advance workforce diversity learning across a variety of sectors.

Improving the oral communication skills of senior high school students through the use of task-based strategy Routledge Help Students Show Learning Through Media Creation Education hinges on effective communication. This book demonstrates how media has become a core component of modern communication and highlights the need to incorporate student-centered media projects throughout the curriculum. Self-expression with media will enhance the learning process and allow students to creatively demonstrate their knowledge. The strategies and tactics these pages offer equip educators to make their students enthusiastic experts at producing dynamic media projects. Content includes:- The how, why, and when of

prompting students to create their own media across subjects and grade levels.- Keys to mastery of media formats from simple photography to eBooks to complex animations.- Detailed descriptions of student projects that utilize different media.- The benefits of media sharing, and how to do it responsibly.- The innovative use of Augmented Reality, so readers can activate a video on the book's printed pages with their mobile devices. Across all disciplines, mastery of media creation is central to the success of current and next generation students. Educators who implement this book's ideas will be amazed by the resultant increase in student engagement and depth of learning. "What a thoughtful collection of student-created products. This book highlights a variety of multimedia projects, offers a multitude of best practices and practical implementation tips, and is sure to empower teachers to help students find their voice." Lisa Johnson, Eanes ISD Ed Tech @TechChef4u.

Campus Talk Routledge Health Communication: Principles and Practices provides medical students and other allied health professionals and

health practitioners with a framework for understanding and applying communication skills in the context of medical education and health education in health settings. This volume provides an integration of knowledge, attitude and behavioural learning outcomes, and of principles with practices. This integration is presented through a range of theoretical, research and practical activities including ethical and reflective perspectives. Godfrey A. Steele provides a step-by-step framework for teaching and delivering a curriculum in medical communication skills. This framework will be of value to all those involved in teaching, learning and developing communication skills among doctors, dentists, nurses, pharmacists, veterinarians, and health education and health-promotion specialists. This volume is a distinctive addition to the literature on medical communication skills offered by other textbooks. Steele reviews the literature from an interdisciplinary perspective and considers the curriculum of medical communication skills outside of the traditional metropolitan areas. He includes a collection of materials relevant

to tropical medicine, the Caribbean and the Global South and draws upon his experience in designing curricula, teaching, researching and publishing in this field since 1995.

*Oral Communication in the Disciplines*

National Council of Teachers of English  
This collection of 24 essays explores what happens when proponents of writing across the curriculum (WAC) use the latest computer-mediated tools and techniques--including e-mail, asynchronous learning networks, MOOs, and the World Wide Web--to expand and enrich their teaching practices, especially the teaching of writing. Essays and their authors are: (1) "Using Computers to Expand the Role of Writing Centers" (Muriel Harris); (2) "Writing across the Curriculum Encounters Asynchronous Learning Networks" (Gail E. Hawisher and Michael A. Pemberton); (3) "Building a Writing-Intensive Multimedia Curriculum" (Mary E. Hocks and Daniele Bascelli); (4) "Communication across the Curriculum and Institutional Culture" (Mike Palmquist; Kate Kiefer; Donald E. Zimmerman); (5) "Creating a Community of Teachers and Tutors" (Joe Essid and Dona J. Hickey); (6) "From Case to Virtual

Case: A Journey in Experiential Learning" (Peter M. Saunders); (7) "Composing Human-Computer Interfaces across the Curriculum in Engineering Schools" (Stuart A. Selber and Bill Karis); (8) "InterQuest: Designing a Communication-Intensive Web-Based Course" (Scott A. Chadwick and Jon Dorbolo); (9) "Teacher Training: A Blueprint for Action Using the World Wide Web" (Todd Taylor); (10) "Accommodation and Resistance on (the Color) Line: Black Writers Meet White Artists on the Internet" (Teresa M. Redd); (11) "International E-mail Debate" (Linda K. Shmoon); (12) "E-mail in an Interdisciplinary Context" (Dennis A. Lynch); (13) "Creativity, Collaboration, and Computers" (Margaret Portillo and Gail Summerskill Cummins); (14) "Collaboratory: MOOs, Museums, and Mentors" (Margit Misangyi Watts and Michael Bertsch); (15) "Weaving Guilford's Web" (Michael B. Strickland and Robert M. Whitnell); (16) "Pig Tales: Literature inside the Pen of Electronic Writing" (Katherine M. Fischer); (17) "E-Journals: Writing to Learn in the Literature Classroom" (Paula Gillespie); (18) "E-mailing Biology: Facing the Biochallenge" (Deborah M. Langsam and Kathleen Blake Yancey); (19)

"Computer-Supported Collaboration in an Accounting Class" (Carol F. Venable and Gretchen N. Vik); (20) "Electronic Tools to Redesign a Marketing Course" (Randall S. Hansen); (21) Network Discussions for Teaching Western Civilization" (Maryanne Felter and Daniel F. Schultz); (22) "Math Learning through Electronic Journaling" (Robert Wolfe); (23) "Electronic Communities in Philosophy Classrooms" (Gary L. Hardcastle and Valerie Gray Hardcastle); and (24) "Electronic Conferencing in an Interdisciplinary Humanities Course" (Mary Ann Krajnik Crawford; Kathleen Geissler; M. Rini Hughes; Jeffrey Miller). A glossary and an index are included. (NKA)

*Behavioral Objectives in Curriculum Development* Routledge

This volume addresses teaching and research across disciplines, communication and identity development, and the centrality of communication in our quickly changing world. Contributors convey the social and global need, value, and responsibility of communication instruction across disciplines.

**Teaching Communication Across Disciplines for Professional**

### **Development, Civic Engagement, and Beyond**

Cambridge Scholars Publishing  
A research-based workbook for upper-intermediate and advanced learners of English (CEFR B1-C2) to promote interactional language awareness and develop active listening skills This two-volume Campus Talk set delivers a wide range of skills and strategies which students can actively apply in everyday social communication in both academic and non-academic environments on campus. It encourages an 'interactional' rather than a 'speaker focused' language development approach. Drawing on corpus data, it exposes students to the most salient and widely used vocabulary and grammar, illustrates the most effective conversation maintenance and communication strategies and draws attention to the socio-cultural aspects of communication. Campus Talk comprises two textbooks. Each textbook contains four instructional units and each unit is based on situations and conversations that students will come across in their everyday lives on campus. In this book of the series, Units 5-8 cover areas such as sharing, delivering and engaging in a

conversation story, making and responding to a complaints and apologies, building rapport and managing interacting with an audience, keeping your audience focused, making and responding to an invitation and to compliments and understanding and responding to humor. Each unit includes: -Enabling, input-based and interactional tasks and activities - Usage-informed vocabulary list -Main production task -Self-assessment With a variety of challenging tasks and activities and plenty of opportunities to practice and engage in self-reflection and self-assessment, students using these books will grow their confidence and enhance their abilities to express themselves clearly, appropriately and effectively. Silvana Dushku is Director of the Community Language Program and TESOL Certificate Program at Teachers College, Columbia University Paul Thompson is Deputy Director of the Centre for Corpus Research at the University of Birmingham  
[From Communication to Curriculum](#)  
Hachette UK

"This important book is a thorough account of early communication covering bilingualism and specific areas of learning

of reading and writing in early years. It is well laid out, informative and supportive with excellent case studies. " - Eva Mikuska, Senior Lecturer at University of Chichester The role of the adult in the development of young children's communications skills through interaction is vital and this book will help you understand this and improve your practice. Taking a chronological approach there is also a particular interest in the needs of two year olds, including the Progress Check at Age Two and the revised requirements of the early years foundation stage. The book features: · Case studies, points for practice and links to video examples · Coverage of bi or multilingual children · Examples of enabling environments for communication and interaction · Ideas of how to work best with parents. Suitable for all those studying or practising in Early Childhood it will develop the way you think about communication and interaction.

**Classroom Communication and Diversity** SAGE Publications, Incorporated This book and its companion, Skills for Communicating with Patients, Second Edition, provide a comprehensive



approach to improving communication in medicine. Fully updated and revised, and greatly expanded, this new edition examines how to construct a skills curricular at all levels of medical education and across specialties, documents the individuals skills that form the core content of communication skills teaching programmes, and explores in depth the specific teaching, learning and assessment methods that are currently used within medical education. Since their publication, the first edition of this book and its companion *Skills for Communicating with Patients*, have become standards texts in teaching communication skills throughout the world, 'the first entirely evidence-based textbooks on medical interviewing. It is essential reading for course organizers, those who teach or model communication skills, and program administrators.

Assessing and Developing Communication and Thinking Skills in People with Autism and Communication Difficulties IGI Global Incorporating HC 651-i to -viii, session 2007-08

Developing Baseline Communication Skills Educational Technology

How we raise young children is one of today's most highly personalized and sharply politicized issues, in part because each of us can claim some level of "expertise." The debate has intensified as discoveries about our development-in the womb and in the first months and years-have reached the popular media. How can we use our burgeoning knowledge to assure the well-being of all young children, for their own sake as well as for the sake of our nation? Drawing from new findings, this book presents important conclusions about nature-versus-nurture, the impact of being born into a working family, the effect of politics on programs for children, the costs and benefits of intervention, and other issues. The committee issues a series of challenges to decision makers regarding the quality of child care, issues of racial and ethnic diversity, the integration of children's cognitive and emotional development, and more. Authoritative yet accessible, *From Neurons to Neighborhoods* presents the evidence about "brain wiring" and how kids learn to speak, think, and regulate their behavior. It examines the effect of the climate-

family, child care, community-within which the child grows.

Communication and Interaction in the Early Years Rowman & Littlefield

How can institutions develop and sustain writing across the curriculum (WAC) programs? This volume, written for faculty and administrators alike, answers that question. Chapters written by some of the foremost WAC directors and consultants in the country discuss how to get started, how to run WAC workshops, what role administrators can play, and how WAC can be integrated into the university curriculum. Also, there are pertinent chapters on developing permanent institutional support for WAC. *Writing Across the Curriculum* gives details about resources successful WAC programs need - administrators, coordinators, faculty who participate in workshops and seminars, support systems such as peer tutoring or writing centers, and institution-specific curricular models. The book assumes that WAC directors are learners as well as facilitators of learning, and asserts that they expand the definition of "good" writing through discussion with members of other disciplines.