

Exercise 1: The Worst Speech Ever

Directions: Dramatize this speech in front of the class, while exaggerating bad habits and presentation skills indicated in the parentheses.

I. Developing a Responsive & Visionary Curriculum

Responding to the Community through Curricular Innovation

It's a pleasure to be here and to share the platform with my distinguished panel colleagues. This roundtable is addressing issues that occupy much of our time and attention at DNC-Chapel Hill, as they do at your institutions. In my brief time, I have selected two examples (from the many) that demonstrate the wealth of opportunities when a university is involved with a community of diverse interests and needs. I also considered the similarities between Carolina and D.C. Riverside and their communities with interests in education and advanced technology.

(DURING THIS PARAGRAPH: MOVE ABOUT OR SWAY DURING YOUR SPEECH.)

The teacher shortage is of major concern to us at Carolina. Through our School of Education, we created a program called "LEARN NC" to enhance teacher development and retention. We have effective on-line courses, but "LEARN NC" uses technology to a greater effect. At no cost to the participants, they establish their own server space-called a "file cabinet." This enables them to use "LEARN NC" to access the best lesson plans from around the state, to bookmark resources in our Instructional Resources Collection, and to share ideas with colleagues. The success of "LEARN NC" is marked and has attracted continued attention and support of Governor Hunt, among others.

(DURING THIS PARAGRAPH: FIDGET WITH YOUR HANDS.)

For my second example I note that, like D.C. Riverside, we are located in a high-tech region-Research Triangle Park. Our corporations noted a pronounced gap in the demand for information technology workers and the rate of graduating students with these skills. Although we have a strong department of computer science (it's ranked number one in the nation in visualization and computer graphics), we needed an innovative way to attract a significant portion of our students who were not drawn to a traditional computer science curriculum. I'm speaking of our female undergraduates who comprise 60 percent of this student population at

Carolina. To improve this situation, we turned to our School of Information & Library Science (ranked number one in the country among such schools). As a unit that traditionally welcomes women, they now offer a new bachelor's degree that is drawing preferentially from the female undergraduates. The focus is exactly where our corporations desire; namely, on handling large sets of data, whether from genomics or the census bureau.

(DURING THIS PARAGRAPH: FIDGET WITH YOUR HANDS.)

II. Collaboration for Curricular Innovation

The Role of Professional Schools

At Carolina we have twelve professional schools ranging from five in health affairs to journalism, law, and business-to mention a few. Their collaboration with our College of Arts and Sciences on curricular matters is vital to all levels of research and instruction. For this roundtable discussion, I offer one example that I believe is relevant to Riverside, the university and community, specifically the high-tech community.

(DURING THIS PARAGRAPH: USE "AH," "EH," AND "UM.")

Through our Center for Entrepreneurship and Technology Venturing in our School of Business, we offer courses targeted to graduate students and faculty who seek to establish new, start-up companies based on their research programs. These courses stress the practical side of laboratory science and technology. The results are viable, business-tested plans for company creation. Equally importantly, the courses involve the community, drawing from our growing venture capital industry and our strong array of established high-tech corporations to give the students and faculty the new contacts they will need to succeed. Since the inception of this program, we have launched 26 new companies in the last three years. Independent of whether all of these grow to self-sufficiency, our students and faculty and our community partners all deem this academic program a breakthrough. It is just one example of how professional schools enrich the curricula of our traditional graduate school programs, particularly when we embrace our responsibilities to address issues of societal importance.

(DURING THIS PARAGRAPH: TALK TO THE CEILING.)