

General Education Course CGEIP Annual Report

Title of Course Reviewed

COM 115: Fundamentals of Public Speaking

Name of Faculty Member Preparing this Report

LeAnn Brazeal

Time and Date of Course Review Meeting

9/16/2016 4:00:00 PM

List of Participants in Course Review Meeting/Discussion

LeAnn Brazeal, Director of General Education/COM 115

Shawn Wahl, Department Head

Data Discussed (student work, scores, a common question, etc.); Conclusions Reached by the Previously Mentioned Participants Regarding the Next Steps for the Course

The final speech of the course is the Persuasive Speech, where students should bring together everything they've learned about speaking into one presentation. Students are scored by their instructors on a common rubric used by all sections of the course.

Average student scores on Persuasive (Final) Speech rubric for the following (out of 10):

- Research quality: 8.27
- Quality/Variety of support material: 8.47
- Oral Citations: 7.90
- Argument quality: 8.41
- Audience Analysis: 8.55
- Persuasive Strategies: 8.55

Notes:

1. These criteria focus primarily on how students research and create their speech content, rather than on speech delivery. Given this, it's not surprising to us that the scores are in the "B" range for each of these criteria.
2. Student scores on the citation of their sources during their speeches (as measured by "Oral Citation") were the lowest of the bunch, but still better than expected. It feels a little unnatural to students to cite sources in their speeches, so this is a particularly challenging outcome for them. We were pleased to see them doing as well as they had.
3. This speech assignment has a built-in Public Affairs component, requiring students to choose topics of social, political, or cultural importance that relate to one or more pillars of the Public Affairs Mission. For example, our Speech Showcase finalist topics were: the role and dangers of charismatic leadership, the conflict between religious freedom bills and the LGBT community,

the need for citizens to discuss social and political disputes with respect, a call for increased appreciation of teachers, and the negative side of social media. By going through this assessment process and talking about our course, we recognized that we should collect data on Public Affairs and continue to emphasize it as a critical component of the course.

Items Chosen by the Faculty for Action

We feel as though these criteria are being met at a reasonably high level, so we do not recommend changes to the course at this time. From an assessment process standpoint, we would like to create a plan for ensuring inter-rater reliability with new per course hires. We currently conduct such training for graduate students, many of whom become per course hires later on, but we do not do so for outside hires. Such a plan could be expanded to include regular re-calibrations among our veteran instructors as well.

Follow-up Plans and Action Regarding the Course

The director will develop a per course inter-rater reliability training plan by the end of 2016-17.

General Education General Goals from the Course

General Goal (4): Students will be able to listen critically and speak thoughtfully, clearly, and appropriately to a variety of social, academic, and professional audiences.

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Which SLOs were assessed for this annual report?

SLO2/GG 4.3. Analyze an audience and choose topics appropriate to the audience, occasion, and purpose. (Audience Analysis measure)

SLO3/GG 4.5. Exercise ethical decision-making in speech research and preparation. (Oral citation measure)

SLO4/GG 4.5. Access information using a variety of search strategies and relevant sources. (Research quality measure)

SLO5/GG 4.5. Distinguish between common knowledge and ideas requiring attribution. Correctly choose between paraphrasing, summarizing, or quoting when incorporating citations. (Oral citation measure)

SLO6/GG4.1. Employ supporting materials (e.g., explanations, examples, illustrations, statistics, analogies, and quotations from relevant authorities) in a manner that establishes the speaker's credibility/authority on the topic. (Quality/Variety of Support Material measure)

SLO7/GG4.3. Organize, synthesize, and communicate information from sources so the intended purpose is achieved. (Persuasive strategies measure, argument quality measure)

Recommendations or Feedback for the Reviewing Committee About Items that Need Action at Higher Levels than the Department or about How the Process Could Be Better Supported

None; our director is comfortable with current levels of support for the process.

Describe Any Way Diversity Content Has Been Included in This Course

We address this in our course when we discuss audience analysis and ethical communication. The entire text is premised on speaking in a manner that is focused on one's audience, and stress that audiences may have diverse members with diverse views. We dis