

Assessment: Course Four Column



Courses (A&L) - Communication

COM 101:Oral Communication

| <i>Course Outcomes</i> | <i>Assessment Measures</i> | <i>Results</i> | <i>Actions</i> |
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| <p>Organize oral presentations appropriate to context and audience - Organize oral presentations appropriate to context and audience. Course Outcome Status: Active Next Assessment: 2023-2024</p> | <p>Performance/Presentation - I ask students to give four speeches throughout the semester, all with different purposes: self-introduction, narrative, informative, and persuasive. The speeches are broken up into multiple assignments: Proposal, Outline, Speech, etc. The Proposals and Speeches best measure students' ability to "Organize oral presentations appropriate to context" because I ask them to answer very explicit questions about audience, purpose, and context. Criterion: For proposals, the criteria mostly stay the same from speech to speech. They will change based on research requirements, et cetera. The proposal, however, is designed to get students to think seriously about context, audience, purpose, and topic. Here are the points they must cover in the proposal for Speech 3: Here is a list of the things you need in your proposal, starting with the six steps usually required at the proposal stage and four</p> | <p>Reporting Period: 2018-2019 Criterion Met: Yes My goal is for all students to scores at least 70%.</p> <p>Proposal 3</p> <p>17/23 students completed the assignment 14/17 received a grade of at least 70% Speech 3 13/17 students received a grade of at least 70%, which for me represents success</p> <p>Results Analysis:</p> <p>I have noticed in GendEd classes— especially COM 101 and ENG 101— that the biggest challenge I have faced is getting students to complete assignments. The majority of the failures to meet criteria and course outcomes is the result of incomplete or missing work. I place a lot of emphasis on formative assessment, which means wide point distribution, but it also means that when students miss seemingly insignificant process work assignments such as outlines, the missed points add up quickly. What's more, formative assignments mean that I can assure that students are always working towards outcomes. So, while these courses may not have impressive statistics of completion or even achievement, my main priority is that students continue to encounter, practice, and demonstrate the key concepts and tools. If each outcome is kept in mind when I design</p> | <p>Action: To continue to hone the "Purpose" section of my assignment sheets to show students how each assignment helps them work towards a specific course outcome and to make sure that students can see how my criteria for evaluation related to those outcomes. I might also consider making the class worth 1000 points rather than 100—an attempt to make assignments look like they're worth more than they actually are. (07/03/2019)</p> |

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| | <p>additional steps: speech context audience general purpose topic specific purpose working thesis additional information you will need for this speech types of research you will use to get that information and why most likely resources organizational strategy/pattern For each speech the criteria change a little, depending on the type of speech and the point in the semester. I ask students to meet criteria such as including all seven steps of basic speech organization, which includes a clear thesis, several main points that develop logically and clearly, and, in the case of later speeches like the informative speech, use visual aids and outside sources.</p> <p>Here is the list of criteria for evaluation I used for Speech 3, the Informative speech: +You explain a concept or a process +You address all seven steps of basic speech organization, including open with impact, focus on thesis, connect with audience, preview main body, present main points, summary of main points, and close with impact +You express each main point clearly with a topic sentence +You develop each main point logically and coherently +All supporting evidence supports the main point and/or the thesis +You transition clearly between sections of the speech, especially between main points</p> | <p>assignments, then students will always be working towards outcomes. If they miss one assignment—or even a whole unit—the next assignment should still help them work towards outcomes. (07/03/2019)</p> | |

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| | <p>+Your transitions are consistent with your organizational strategy/pattern</p> <p>+You clearly cite sources in the speech and concisely explain what establishes the source’s authority and credibility</p> <p>+You have at least three non-surface web sources from the GBC Library or its electronic databases; all sources support and/or develop your thesis and/or main points.</p> <p>+You use at least two visual aids; they should do some work</p> <p>+You have a useful, novel, or complicated topic—and</p> <p>+You explain your intended audience before beginning the speech proper</p> | | |
| <p>Deliver compelling a clear oral communications - Deliver compelling a clear oral communications</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2023-2024</p> | <p>Performance/Presentation - This, too, is measured by speeches. I do not currently grade on metrics such as eye contact, pronunciation and enunciation, or how dynamic a speaker is. Instead I ask that students explicitly state their intended audience and use an extemporaneous delivery. Their scores will reflect this, though not heavily. I am much more concerned that students understand that “compelling and clear oral communications” in my class is more rhetorical, which means I’m far more concerned that students use credible evidence to support their main points, that they cite sources clearly, and use the sources responsibly.</p> <p>Criterion: Here is an example of the criteria used for Speech 4, the Persuasive Speech:</p> <p>+Your speech has all seven steps of</p> | <p>Reporting Period: 2018-2019</p> <p>Criterion Met: Yes</p> <p>Only 15 out of 23 students completed Speech 4, a persuasive speech of 8-10 minutes.</p> <p>15/15 achieved at least 70% competence.</p> <p>Results Analysis: As mentioned above, the biggest difficulty is getting students to complete the assignments. By Speech 4, the last speech of the semester, the most dedicated students are still standing, so these grades reflect the performance of my most consistent and dedicated students. The question remaining: How to assess oral communications at a formative level rather than only using four large summative assessments? Should I use a modified rubric that uses the criteria provided in the textbook’s supplemental material (eye contact, tone, cadence, pitch, etc.)? (07/03/2019)</p> | <p>Action: At the moment, I think I want to find ways to require more impromptu speeches for weekly discussion posts rather than require so much writing. This is one way to do formative assessment of speaking. Then I can use these criteria to assess student development in the area of “Deliver[ing] compelling and clear oral communications”--even for students who do not submit speeches. (07/03/2019)</p> |

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| | <p>basic speech organization, including open with impact, focus on thesis, connect with audience, preview main body, present main points, summary of main points, and close with impact</p> <p>+You clearly cite sources in the speech and concisely explain the source’s purpose and authority</p> <p>+You use at least four credible outside sources. Non-surface web sources from the GBC Library or its electronic databases are preferred, but some surface web sources might be relevant and useful</p> <p>+You express each main point clearly with a topic sentence</p> <p>+You develop each main point logically and coherently</p> <p>+All supporting evidence supports the main point and/or the thesis</p> <p>+You transition clearly between sections of the speech, especially between main points</p> <p>+Your transitions are consistent with your organizational strategy/pattern</p> <p>+Your sources are used to develop a main point and are not there to add “flavor”</p> <p>+You have a balanced argument that takes other positions or points of view seriously</p> <p>+You have a useful, novel, or complicated topic—and</p> <p>+You explain your intended audience before beginning the speech</p> | | |

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| <p>Demonstrate an understanding of interpersonal communications in a variety of contexts. - Demonstrate an understanding of interpersonal communications in a variety of</p> | <p>At present, the only summative assessment I do to measure this outcome is an end-of-term essay—the Reflection Paper. The</p> | <p>Reporting Period: 2018-2019 Criterion Met: Yes Only 15 out of 23 students completed the assignment.</p> | <p>Action: There are chapters in the book that I could use to guide the reflection paper questions or discussion questions— especially</p> |
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| <p>contexts.</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2023-2024</p> | <p>assignment asks students “to reflect on your effort, growth, and development in this class,” which can mean how much they’ve grown as speakers or might even mean how much their overall understanding of oral communication has changed. And while I do not require them to discuss their growth in the specific terms provided in the learning outcomes, I encourage it. I provide the learning outcomes on the assignment sheet and suggest using them as the core of their reflection.</p> <p>Criterion: To receive a passing grade, students more or less need only to complete the assignment. My criteria are as follows:</p> <p>I will mostly be grading this on a done- it/didn’t-do-it basis. There are three possible scores: 5 points (that is, five per cent of your grade), 2-4 points, and 0 points. If you do the assignment, use proper formatting, rigorously and critically engage your own writing and speaking, use the course and general education outcomes as measuring sticks, and provide detailed examples/evidence to support your thesis and the claims made in your topic sentences, you will receive full credit. If you submit a hastily compiled document, have components missing, fail to develop ideas fully, or do not follow instructions, you will receive between 2 and 4 points. If you do not submit a portfolio, or submit the portfolio late, you will receive no credit.</p> <p>Just so you know, I take these essays</p> | <p>15/15 achieved at least 70% competence. As I noted before, however, this is largely about completing the assignment. Several students discussed how the class made them better listeners and responded specifically to the outcome, but that did not factor specifically into my measurements.</p> <p>Results Analysis: This outcome seems difficult to assess in a summative way without asking students to take quizzes or tests that parrot back material from the textbook. Really, though, each assignment asks students to read about, reflect on, and practice oral communication, which students come to view as both about speaking and listening. I want students to leave the class understanding that even speeches are interactive and/or transactional. Whereas students might have understood “interpersonal communication” as a chat between friends or a heart-to-heart with significant other before the course, when they leave this class they should acknowledge the board meeting, the discussion panel, group work, and speeches among the many ways we participate in “interpersonal communications.” (07/03/2019)</p> | <p>Chapters 1 and 16, which focus on speeches as a transaction between speaker and listener, the complex process of listening, and the types of speaking that students will most likely be asked to do in their personal, professional, and civic lives. I could also just tighten up the criteria for the reflective essay. Rather than gently suggesting that they organize their ideas around the outcomes, I could tell them that they have to demonstrate that they have achieved the outcomes. (07/03/2019)</p> |

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seriously. They contribute to my own reflections on the class and influence my approach to teaching. In short, I read every one of them.