

Fayetteville State University

## CORE CURRICULUM COURSE CERTIFICATION REQUEST

**This form should be accompanied by a syllabus that states course description, FSU Student Learning Outcomes, assignments, exams, and methods of instruction.**

Course: SPEE 200 Title: Intro to Speech Credit Hours: 3

Prerequisites: ENG 110 Number of Sections: Fall ~18, Spring ~13 Class size: 25

### 1. Course Description

Give course description and map course to FSU Student Learning Outcomes.

**An introduction to the development of effective oral communication through instruction in theory and practice of the principles and skills required in common types of speaking situations. Basic skills in audience analysis, research, organization, outlining, utilizing evidence, reasoning, listening, and verbal/non-verbal expression are developed. Various methods of deliver are examined and practiced.**

#### Communication

- Evaluate effectiveness of various forms of communication *Master*
- Create written and spoken communication: organization *Master*
- Create written and spoken communication: clarity *Master*
- Speak in public effectively *Master*

#### Global Literacy

- Appreciate diversity *Emphasize*
- Interact effectively *Emphasize*
- Recognize interdependence and create solutions *Introduce*

#### Reasoning Skills

- Evaluate reasonableness of arguments *Emphasize*
- Construct reasonable arguments *Emphasize*

#### Ethics and Civic Engagement

- Develop and demonstrate personal system of ethics and morality *Emphasize*
- Understand ethical questions connected to field of study; understand, evaluate, and apply theories of right and wrong from past and present *Introduce*

#### Inquiry Skills

- Formulate effective questions *Master*
- Organize, sort, evaluate, retrieve academic information *Master*
- Cite sources appropriately *Master*

## 2. Assessment

All certification requests must include an assessment plan. A description of the following should be linked to the FSU Student Learning Outcomes:

- a. Describe assignments and exams common to all sections
  - b. Describe at least two different forms of assessment common to all sections
  - c. Describe how assessment data is/will be collected and used for continuous improvement.
- a. All SPEE200 sections require in common two specific and two non-specific presentations. All sections require students to present an informative and persuasive speech. These presentations are evaluated on a number of criteria and connect with all five SLOs.

|                                |  |
|--------------------------------|--|
| <b>Communication</b>           | -Four mandatory presentations are required that build student presentational confidence and rhetorical skills<br>-Students learn the intricacies of creating speeches that can affect audiences in beneficial ways by employing effective verbal and nonverbal content   |
| <b>Global Literacy</b>         | -Students are taught and evaluated on their consideration of the various political, religious, and cultural differences found in most general audiences  |
| <b>Reasoning Skills</b>        | -Students perform detailed audience analyses to assess audience needs and interests<br>-Midterm examination assesses student ability to apply general concepts<br>-Final examination assesses student ability to apply general concepts  |
| <b>Ethics/Civic Engagement</b> | -Students are evaluated in part on their ability to choose appropriate/ substantial topics that are beneficial to the audience and that affect real social change<br>-Presentation skills are learned for application to future rhetorical situations useful in real world settings<br>-Midterm and Final Examinations assess student application of codes of conduct and ethical principles for public speakers |
| <b>Inquiry Skills</b>          | -Student presentations are assessed by their utilization of proper and appropriate evidence for topic, audience, and situation<br>-Students are required to include an outline and bibliography for each major presentation as demonstration of their ability to collect and organize large amounts of information on their topics   |

Students are taught how to do a detailed audience analysis (Reasoning Skills) in order to choose an appropriate and substantive topic that will in some way serve the audience (Ethics and Civic Engagement), which is approved by the instructor and peers. They must show demonstrate their knowledge of their topic by collecting, sorting, and utilizing evidence suitable for their topics (Inquiry Skills). At least five sources for each major speech are required. All students are to choose a delivery style that is appropriate, which includes taking into consideration and being sensitive to the various political, religious, and cultural differences found in most general audience (Global Literacy). Students are required to prepare an outline and bibliography for each presentation to demonstrate their ability to organize their thoughts and research into a unique response to some exigent problem (Inquiry Skills). The other two presentations may take any form, such as an introductory speech, impromptu speech, special occasion speech, or group presentation. The four presentations work to build student presentational confidence and rhetorical skills that can be used in real world settings (Communication; Ethics and Civic Engagement). In addition, all instructors require students to take a midterm examination and a

final examination (Inquiry Skills; Reasoning Skills). Attendance and participation contribute to each student's final grade.

- b. As one of the key objectives of the course is to build speaker presentational confidence, speech faculty will employ the PRCA (Personal Report of Communication Apprehension), which is a well-established tool for measuring speaker confidence and anxiety. The PRCA will be employed at the start and end of several SPEE200 sections each semester to evaluate student improvement. Faculty will also use a common rubric (see 3c; Appendix) for assessing student performances, which will be evaluated yearly by the faculty. The rubric will assess student application of core principles and abilities, including Organization, Audience Analysis, Topic Selection, Topic Coverage and Analysis, Adaptation to Audience, Professionalism, Potential to Affect Change, Interest and Enthusiasm, Delivery, and Appeals to Speaker Credibility. Videotaping of student speeches is not recommended as an assessment tool for the intro speech course since videotaping creates too much stress for novice speakers.
- c. Data for the speeches are not easily compiled and analyzed as faculty use different evaluation sheets to assess student performance. Faculty design their own evaluation measures to suit content unique to their courses. A common rubric (see Appendix) of standards and expectations will be employed, however, followed by norming sessions to guide results. Because individual faculty members will use a common rubric on which to base their critique sheets, the speech faculty will be able to examine student scores more consistently. Faculty will have a minimum acceptable score of 70% and a target score of 80%. If the acceptable score is not met by 70% of enrolled students, the faculty will review the problem and recommend changes.

### 3. Instruction

Describe how the course is taught. Include:

- a. methods of instruction (e.g., lectures, discussions, small groups, simulation), pointing out opportunities for active student learning
- b. general qualifications of all those who might teach the course, with areas of expertise, experience, and training
- c. name and rank of all instructors for the previous two years, number of sections taught by each, degree and discipline of each
- d. description of how course will be coordinated to insure consistent implementation and assessment across all sections of the course

a. Speech courses are taught using a combination of lecture, individual work, and small group work. All students are required to give four presentations.

b. At least an MA with 18 hours of graduate study in Communication, PhD in Communication preferred.

c. Faculty Rank, Teaching Productivity, and Degree Expertise

| Instructor/Ranks                          | # of sections S08-F09 | Degree/concentration        |
|---|-----------------------|-----------------------------|
| Eugenie Almeida, Associate Professor      | 3                     | PhD, Communication          |
| Todd Frobish, Associate Professor         | 5                     | PhD, Speech Communication   |
| Phoebe Hall, Associate Professor          | 0                     | MFA, Theatre                |
| Susan Paschal, Assistant Professor        | 5                     | MFA, Theatre                |
| Claudia Powell, Adjunct Instructor        | 2                     | MA, Communication Disorders |
| R. Babatunde Oyinade, Associate Professor | 3                     | PhD, Mass Communication     |
| William Thomas, Lecturer                  | 5                     | MA, Communication           |
| Harmon Watson, Associate Professor        | 7                     | PhD, Theatre                |

d. SPEE200 sections are taught by faculty from Communication and Theatre areas. Oversight for the course is the responsibility of the Area Coordinator of Communication and the Communication Faculty. Issues related to the course assignments and activities are addressed first by the Coordinator, and then by the Communication faculty, which has monthly meetings and more frequent contact via e-mail. Assessment of student learning objectives and faculty ability to reach these objectives will be done on at the end of each academic year.

COURSE COORDINATOR

\_\_\_\_\_ phone \_\_\_\_\_ email \_\_\_\_\_

SIGNATURES

|                             |            |                          |                          |
|-----------------------------|------------|--------------------------|--------------------------|
|                             |            | recommend                | deny                     |
| Department Chair _____      | Date _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| College Dean _____          | Date _____ | <input type="checkbox"/> | <input type="checkbox"/> |
|                             |            | approve                  | deny                     |
| Core Review Committee _____ | Date _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| Provost _____               | Date _____ | <input type="checkbox"/> | <input type="checkbox"/> |