

AGEC 2xxx CAP: Sample Form
LEARNING OUTCOMES FORM (continued)
Communication 2 (COM2) Courses

In the following table, please provide a brief description (50 words or less) and attach appropriate documents (if necessary) that demonstrate how each *Student Learning Outcome* will be achieved in this course and how each outcome will be assessed in this course.

COM2 Student Learning Outcomes (Copied from Page 5)	How will this outcome <i>be achieved</i> ¹ in this course? (Provide specific examples of assignments and activities)	How will this outcome <i>be assessed</i> ² in this course?
Develop and communicate written, oral, and digital messages through a variety of assignments that include discipline-based or interdisciplinary purposes, forms, and audiences.	<p>Written: Several short technical writing assignments of distinctly different types and directed to different audiences. Examples include "text boxes," policy briefs, annotated bibliographies, and press releases.</p> <p>Oral: Individual oral presentations as part of collaborative group activities, such as a panel discussion or mock congressional hearing related to the disciplinary content. Individual presentations as part of a collaborative digital communications activity, such as the presentation of a website including disciplinary content.</p> <p>Digital: Individual contributions to a team digital activity, such as developing a website that explores and communicates information and findings related to the disciplinary content of the course. Digital elements may also be incorporated into oral and written communications, as appropriate.</p>	<p>Direct assessment will be based on grading rubrics for written, oral, and digital communication of economic information and analysis.</p> <p>Formal feedback will be provided on drafts of written work; final formal evaluation will be based on a portfolio of revised written work.</p> <p>Department faculty will serve as audiences for oral presentations, and will provide informal feedback during class and formal feedback to the instructor on rubric-based assessment forms.</p> <p>Students will also participate in informal assessment of their peers' oral presentations based on grading rubrics.</p> <p>Students will prepare documentation describing their contributions to collaborative activities.</p>
Find, analyze, evaluate, and document information appropriately using a variety of sources.	<p>Instruction: Course periods will be devoted to identifying, evaluating, and documenting data, information, and prior research pertaining to the disciplinary topic under discussion (see syllabus). There will be formal instruction in appropriate style and format for documenting data sources and citing research.</p> <p>Activities/Assignments: Each written, oral, and digital communications activity will require the identification, use, and documentation of data, information, and prior research. There will be in-class practice activities prior to working on formal assignments.</p>	<p>Informal assessment: Discussion with individuals and teams will help students narrow the search for appropriate data, information, and research sources.</p> <p>All written, oral and digital assignments will be formally assessed for consistency and clarity of documentation of all sources, and appropriate use of those sources to inform and underpin the disciplinary content.</p>

<p>Understand the different purposes of written, oral, and digital messages and employ appropriate organizational strategies, including developing thesis statements and main ideas.</p>	<p>Instruction: Course periods will be devoted to reviewing and discussing examples of different communication formats, and the audiences and purposes for which they are intended. For example, we will review and discuss examples (models) of text boxes, policy briefs, and annotated bibliographies. We may view videos of panel discussions by experts or of congressional hearings; and web-based communications such as agricultural/agribusiness organizations' websites that contain economic information and analysis.</p>	<p>Informal assessment: Discussion with individuals and groups will help students employ effective organizational strategies.</p> <p>All written, oral, and digital assignments will be formally assessed, based on a grading rubric, for purpose, appropriate structure and organization, and audience awareness.</p>
<p>COM2 Student Learning Outcomes <i>(Copied from Page 5)</i></p>	<p>How will this outcome <i>be achieved</i>¹ in this course? <i>(Provide specific examples of assignments and activities)</i></p>	<p>How will this outcome <i>be assessed</i>² in this course?</p>
<p>Make effective use of multiple drafts, revisions, progressive assignments, computer technology, peer and instructor comments, and collaboration in the achievement of a final work of communication.</p>	<p>Activities: Three formal writing assignments (one for each module of the course) will be revised based on interim feedback and finalized as a portfolio. Each successive writing assignment will be informed by feedback on the previous assignments. Feedback by the instructor, peers, and invited audience (such as other faculty members) on individual oral presentations and group presentation cohesiveness will be the basis for improving the second set of oral presentations.</p>	<p>Direct assessment of group presentation cohesiveness. Direct assessment, based on student portfolio, of student improvement over course of semester (in response to previous feedback). Class discussion of successes and weaknesses of group approaches to process and collaboration.</p>
<p>Observe the accepted conventions including spelling, grammar, organizational structure, punctuation, delivery and documentation in oral, written, and digital messages.</p>	<p>Instruction: Use of technical writing, oral, and digital communication style guides covering readability, structure, grammar, punctuation, and delivery</p> <p>Activities: In class discussion of sample texts for each writing assignment; in class discussion of oral and digital communication examples. In class application of a grading rubric to some examples.</p>	<p>Direct assessment of formal writing, oral, and digital communication assignments for grammar, structure, punctuation, use of citations, data, and reference materials, and delivery.</p>

<p>Deliver prepared presentations in a natural, confident, and conversational manner, and display nonverbal communication that is consistent with and supportive of the oral message.</p>	<p>Instruction: Class discussion of essentials of formal speaking; accompanied by video examples of public presentations and exchange of ideas, e.g. a video of a panel discussion by a group of experts.</p> <p>Assignments: Individual presentations as components of two team projects. One team project will be a group oral presentation, such as an organized panel discussion by experts; the other will be the presentation of a website (or other digital media) developed by the team to illustrate and explore an economic issue studied by the class.</p>	<p>Direct individual assessment of each formal oral communication assignment (for delivery); collective feedback on class trends after each set of presentations</p>
<p>COM2 Student Learning Outcomes (Copied from Page 5)</p>	<p>How will this outcome <i>be achieved</i>¹ in this course? (Provide specific examples of assignments and activities)</p>	<p>How will this outcome <i>be assessed</i>² in this course?</p>
<p>Interact effectively with audience members, engage opposing viewpoints constructively, and demonstrate active listening skills.</p>	<p>In class review and discussion of a good example of an interactive panel discussion or other venue for exchanging ideas.</p> <p>Formal assignments: Engage in group discussion as a member of a collaborate team activity; engage in class discussion of group presentations as a presenter and member of the audience.</p>	<p>Direct assessment of efforts to engage audience and to match purpose to audience needs (in formal presentations); assessment of student effectiveness in class discussion settings.</p>

¹ **Achievement** of a Student Learning Outcome will involve various educational strategies that may vary by both course and outcome. Some of these strategies will be employed ‘in class’ (e.g. lectures, student presentations, discussions, laboratory exercises, writing assignments, sample problems, pair-shares), while others will be realized out-of-class (e.g. readings, homework problems, literature searches, writing assignments). In other words, educational strategies include any and all activities employed in a course that help students to achieve the outcome.

² **Assessment** is one or more processes that identify, collect, and prepare data to evaluate the attainment of student learning outcomes. Effective assessment uses relevant direct, indirect, quantitative, and qualitative measures as appropriate to the outcome being measured. Different assessment methods may be used for different outcomes: appropriate sample methods may also be used. Assessment methods that might be employed include direct assessment of student work, standardized examinations/exam questions, locally developed examinations/exam questions, simulations, exit interviews, written surveys or questionnaires, focus groups, performance appraisals, external examiners, oral exams, behavioral observations, and portfolios.