

COJO 2010 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? |
|--|--|---|
| <p>Develop and communicate written, oral, and digital messages through a variety of assignments that include discipline-based or interdisciplinary purposes, forms, and audiences.</p> | <p>Written: Students will have five writing assignments. Four of the writing assignments will ask students to develop a full-sentence preparation outline (ranging from 1-5 pages) in conjunction with their introductory, process, informative, and persuasive speeches. Outlines will increase in scope, as additional elements are added to consecutive speeches. The final writing assignments will ask students to research and write an informative memo (1-2 pages in length). The memo will be the basis for their final persuasive speech.</p> <p>Oral: Students will have four extemporaneous oral speaking assignments (introductory, process, informative, and persuasive speeches). Speeches will focus on: audience analysis, selecting and narrowing topic, determining purposes, developing central ideas, generating main points, gathering supporting materials, patterns of organization, rehearsing and delivering presentations.</p> <p>Digital: Students will use digital communication to locate, evaluate and synthesize research for their essays and speeches. Students will utilize presentation software (power point) in conjunction with delivery of oral assignments.</p> | <p>Writing and oral speaking assignments will be directly assessed using rubrics (see attached syllabus) that correspond with each individual assignment. Rubrics will allow direct assessment of written, oral and digital messages.</p> <p>Students will receive peer feedback in workshops focusing on written and oral communication.</p> <p>Two written tests will be used to assess student understanding of concepts associated with written, oral and digital messages.</p> <p>Digital communication will be assessed on rubrics for speech 3 and 4. Areas of assessment will include three areas. First, students ability use digital technology to research, support main ideas with credible evidence, and cite sources correctly. Second, students ability to use digital communication to type assignments, memos and preparation outlines in correct format. Finally, students will also be assessed on their ability to use digital technology to development and use visual aids during oral presentations.</p> |

| | | |
|--|--|--|
| <p>Find, analyze, evaluate, and document information appropriately using a variety of sources.</p> | <p>Students will research, locate and integrate credible sources of information into their speech outlines and research essays. Students will use the library and electronic resources to locate sources. Students will develop main ideas and support these ideas with credible evidence from a variety of sources. Credible sources will be referenced using appropriate oral and written citation guidelines.</p> <p>Instruction and lecture will focus on: * Locating (using digital communication) and evaluating supporting material. *Various types of supporting material/credibility. *Evaluating/ using reasoning, logical and emotional appeals.</p> | <p>Sources will be evaluated using rubrics for written and oral citations. Written citations will be assessed in outlines and essays. Oral citations will be directly assessed as students deliver individual speeches. Sources will be gathered using digital communication. Students will be required to evaluate electronic sources (using the CRAPP test) to determine if they are credible sources of information. They will turn in an evaluation of the web pages used.</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 and lecture focusing on: * the similarities and differences/similarities in written and oral communication. *how digital communication is used to support written and oral messages. *how the speakers goal/purpose influences the structure and organization of written/oral communication.</p> <p>Students will practice developing clear/concise thesis statements and main points that support the thesis.</p> <p>Students will develop appropriate organizational patterns (in four speeches) that support the goal or purpose of the speech (informative/persuasive).</p> | <p>Written tests will be used to assess instructional and lecture information.</p> <p>Rubric based assessment for individual speeches will be used to assess student understanding and development of a clear/concise thesis statement, main points that support the thesis, and appropriate use of organizational patterns</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>Four progressive writing and speaking assignments will be used to insure students receive repeated instruction, practice and feedback. The writing/speaking assignments will progressively build on each other, covering more in-depth concepts as the course develops. Students will be given opportunities to develop organization patterns, structure and support main points, through feedback, critiques and revising outlines prior to presentations. Students will receive instructor and peer feedback before presentations and before moving onto more complex messages. Students will be given the opportunity to improve individual skills by critiquing peers.</p> | <p>Students will receive feedback directly from the instructor through assessment of written and oral assignments. Assessment will be given through feedback on written outlines and memos. Rubrics corresponding with individual speeches will be used to assess oral communication. Finally, students will receive written feedback from their peers through peer critiques. Feedback on progressive speaking assignments will assess if students are able to plan/revise/edit progressive presentations.</p> |
| <p>Observe the accepted conventions including spelling, grammar, organizational structure, punctuation, delivery and documentation in oral, written, and digital messages.</p> | <p>Instruction and lecture on the conventional elements of oral communication used in a speech introductions (5 elements) and conclusions (three elements). Readings, classroom lectures and individual practice will help students develop a speech that will be clear to the audience (clear main points, clear thesis, simple parallel construction, correct organizational pattern, use of repetition and transitions). Formal outline structure will be taught for informative and persuasive messages. The elements of spelling, punctuation and grammar in written, oral and digital messages will also be considered. Digital communication will include lecture on the mechanics, rules of design and delivery of visual aids.</p> | <p>Students will receive written comments and feedback on individual writing and speaking assignments. Rubric based assessment will be used to ensure conventions are met in written (speech outlines and memo) and oral assignments. Feedback will also be given directly on outlines and essays. Visual aids will be assessed directly during oral presentations using rubrics. Areas of consideration include mechanics, rules of design, rules of delivery, spelling and grammar.</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. | Instruction and lecture will focus on how to deliver a presentation using a natural conversational delivery style. Students will be asked to use speaking notes appropriately and interact with the audience. Students will be taught to use a variety of vocal characteristics (variety, rate, tone, pronunciation, eye contact, expression, gestures, posture and appearance). Students will also receive instruction on how to combat the anxiety associated with giving oral presentations. | Four oral presentations will be assessed using direct assessment methods and feedback on rubrics. Written feedback will be provided to individual students (on outlines and on rubrics). Students will also receive individual feedback from the instructor during workshops. Feedback will be provided from peers evaluating presentations. |
| COM2 Student Learning Outcomes <i>(Copied from Page 5)</i> | How will this outcome <i>be achieved</i>¹ in this course? <i>(Provide specific examples of assignments and activities)</i> | How will this outcome <i>be assessed</i>² in this course? |
| Interact effectively with audience members, engage opposing viewpoints constructively, and demonstrate active listening skills. | Instruction, readings and lecture on structuring messages to fit individual audiences. Lecture on recognizing audience member's needs and organizing an oral presentation based on those needs. Instruction will focus on responding to verbal and nonverbal feedback. Constructing a speech based receptive/non-receptive audiences. Active listening will be discussed, and how to provide constructive/descriptive feedback as an audience member. | Students will conduct peer evaluations of classmates. Evaluations will be evaluated by the instructor to see if the student provided constructive/descriptive feedback. Rubrics will assess if the speaker considered the audience at each stage of the speech making process (during research, during the speech introduction, organizing main points and arguments, outline development and delivery). |

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.