APPLICATION FOR SPEECH REQUIREMENT DESIGNATION
University of Hawaii System
Honolulu Community College

The Honolulu Community College Speech Requirement Board will review all proposals to ensure that approved courses meet the Speech Requirement Hallmarks. If clarification is needed, a Board member will contact you. If the Speech Requirement Board approves the proposal, all sections of the course will be designated as satisfying the requirement. The course will be reviewed every five years.

Please provide course information.

Proposer: Douglas Raphael Division: Humanities
Course Alpha: SPEECH Course Number: 181
Course Title: Interpersonal Communication

If the course is cross-listed, please provide the cross-listing:
Course Alpha: ________________________ Course Number: ________________________

SPEECH REQUIREMENT HALLMARKS

1. Each student will conduct or participate in a minimum of three oral communication assignments or a comparable amount of oral communication activity during the class. In addition, at least 40% of the final grade for a 3-credit course will be a function of the student’s oral communication activities (30% for a 4-credit course; 60% for a 2-credit course; 100% for a 1-credit course).

2. Each student will receive explicit training, in the context of the class, in oral communication concerns relevant to the assignment or activity.

3. Each student will receive specific feedback, critiquing, and grading of the oral communication assignments or activities from the instructor.

4. If instructor feedback primarily involves individual or paired students, enrollment will be limited to 20 students. If instructor feedback primarily involves groups of students, enrollment will be limited to 30 students.

SPEECH REQUIREMENT DESIGNATION PROPOSAL
For a new designation, answer the following questions:

1. What oral communication assignments will be required? (Students must participate in at least three such assignments or a comparable amount of oral communication activity during the course.)

2. What percentage of a student’s course grade will be a function of the student’s oral communication performance? (A minimum of 40% is required; all components of the oral communication assignments—written outlines, self evaluations and peer evaluations—can be included.)

3. What kind of oral communication training will be provided with each assignment?
4. What kind of feedback will students receive regarding their performance on each oral communication assignment?

5. Will feedback be provided to individual students or to groups? (If individuals receive feedback, enrollment will be limited to 20 students; if groups receive feedback, enrollment will be limited to 30 students.)

6. Provide a brief explanation of how the department will periodically review that this course has been meeting the Speech Requirement Hallmarks including a description of what kinds of evidence will be collected to demonstrate this (e.g., Knowledge Survey results, sample of exam responses, writing samples, etc.). Also include a detailed description of how the department plans to have all instructors of this course share information with each other regarding how the hallmarks have been met. Please include a brief explanation of the assessment tools you will use to make this determination (such as Knowledge Surveys, Exams, Projects, Portfolios, etc.) and how you will use the results to make course improvements.

Initiated by: [Signature] Date: 01-10-2012

Accepted by: [Signature] Date: 1/10/2012
1. **What oral communication assignments will be required? (Students must participate in at least three such assignments or a comparable amount of oral communication activity during the course.)**

Each student will be required to complete three presentations. Presentations might include chapter presentations to the class, individual informative presentations, group presentations, panel discussions, or debates.

2. **What percentage of a student’s course grade will be a function of the student’s oral communication performance? (A minimum of 40% is required; all components of the oral communication assignments – written outlines, self evaluations, and peer evaluations – can be included.)**

At least forty (40%) of a student’s course grade will be a function of the student’s oral communication performance.

3. **What kind of oral communication training will be provided with each assignment?**

Students will receive written as well as verbal feedback from the course instructor, and from their peers in the following areas:

**CONTENT AND ORGANIZATION**

Introduction: Gains audience’s attention, introduces topic or thesis statement clearly, establishes credibility, relates topic to the audience or establishes relevance of topic to the audience, creates common ground, previews main points clearly

Organization: Main points are clear and distinct, ideas are logically arranged, transitions are used effectively between each main point, time devoted equally to each main point

Supporting Material: Main points fully supported with credible sources, support material is vivid, interesting, and varied, new information is presented, adequate number of sources provided in the speech

Language: Used appropriate level of language, defined all technical/specialized terms, explained abbreviations/acronyms, avoided offensive/foul language, avoided prejudiced/gender-biased language, used correct pronunciation

Visual Aid(s): Clearly visible/legible, contains appropriate amount of content, enhances audience’s comprehension and interest

Conclusion: Prepared audience for the ending, summarized main points, concluded with a memorable statement, conveys sense of completeness
DELIVERY

Physical Delivery: Eye contact direct and sustained, facial expressions complement the verbal message, body movement deliberate and purposeful, gestures used effectively, nervous behaviors minimized, posture and body orientation appropriate, notes used appropriately, energy communicated, connects with audience, professional appearance

Vocal Delivery: Used appropriate volume, spoke at appropriate speech rate, refrained from awkward pauses, used conversational tone, articulated words clearly, used vocal variety, speech flowed smoothly

TOPIC CHOICE
Topic was contemporary and unique, topic was stimulating

4. **What kind of feedback will students receive regarding their performance on each oral communication assignment?**

Students will receive written feedback from the instructor after each presentation. Students will also receive written feedback from their classmates after each presentation. The feedback will focus on organization, content, and delivery.

5. **Will feedback be provided to individual students or to groups? (If individuals receive feedback, enrollment will be limited to 20 students; if groups receive feedback, enrollment will be limited to 30 students.)**

Students will be given individual and group feedback on each assignment.

6. **Provide a brief explanation of how the department will periodically review that this course has been meeting the Speech Requirement Hallmarks including a description of what kinds of evidence will be collected to demonstrate this (e.g., Knowledge Survey results, sample of exam responses, writing samples, etc.). Also include a detailed description of how the department plans to have all instructors of this course share information with each other regarding how the hallmarks have been met. Please include a brief explanation of the assessment tools you will use to make this determination (such as Knowledge Surveys, Exams, Projects, Portfolios, etc.) and how you will use the results to make course improvements.**

The Speech Department will periodically review whether this course meets the Speech Requirement Hallmarks by utilizing embedded test question and knowledge surveys. Faculty members in the Department will share information regarding the results of these measures during the Speech Department meetings conducted at the beginning and end of each semester.
A student survey that addresses the Speech Requirement Hallmarks will be done for this course at the end of each semester. Student evaluations are submitted to the Speech Requirement Board. Members of the board meet to analyze the results and develop strategies for improvement. Items on this survey include the following:

1. Briefly describe the oral communication assignments for this class.

2. Approximately what percentage of your grade was based on oral communication activities?
   - 0-25%
   - 26-40%
   - 41-75%
   - More than 75%

3. The oral communication assignments covered in this class related to the course content.
   - 5-point Likert scale (Strongly Disagree=1, Strongly Agree=5)

4. I became more comfortable participating in the oral communication activities required for this class.
   - 5-point Likert scale (Strongly Disagree=1, Strongly Agree=5)

5. The instructor provided sufficient oral communication training to prepare me for the oral communication assignments.
   - 5-point Likert scale (Strongly Disagree=1, Strongly Agree=5)

6. I feel more competent to meet the oral communication demands of my proposed profession/career.
   - 5-point Likert scale (Strongly Disagree=1, Strongly Agree=5)

7. My instructor provided me with specific feedback, critiques, and grades for my oral communication assignments/activities.
   - 5-point Likert scale (Strongly Disagree=1, Strongly Agree=5)

8. What suggestions do you have for improving the oral communication assignments in this course?

In order to verify that the course Student Learning Outcomes are being met, students complete the survey items below at the end of each semester.

For each of the following oral communication skills, please indicate which have improved as a result of taking this class: (None=1, Tremendous=4)

- Choosing appropriate topics
- Clear organization of message
- Providing strong support
- Using better language
- Using vocal expressiveness
- Adapting to an audience
- Connecting to an audience
- Able to smoothly handle visual aids
- Using body language that emphasizes the message
- Eliminating nervous body language
- Using sustained eye contact during presentations
- Evaluating presentations for content, organization, and delivery
- Giving critique of others' presentations or performances
- Maintaining poise during a presentation

Students also rate the statements below on 5-point Likert scales (1=Very Low, 5=Very Good):

To what degree can you...

1. discuss relevant concepts, theories, and principles of effective public communication.
2. understand the ethical implications of public speaking and being an attentive audience member.
3. distinguish between different types of public presentations.
4. select appropriate and effective speech topics.
5. research and gather supporting material for various types of public presentations.
6. select and employ an organizational format that is suitable to the goals of the presentation.
7. analyze and adapt to specific audiences.
8. develop and support a persuasive argument.
9. develop visual aids that enhance audience comprehension of the speech topic.
10. demonstrate proper use of language in a public presentation.
11. demonstrate confidence and effectiveness in both physical and vocal delivery.
12. listen critically and provide constructive feedback to other public speakers.

Any faculty member assigned to teach Speech 181 must become familiar with both the Student Learning Outcomes and the Speech Requirement Hallmarks. It is the responsibility of the Speech Department Liaison to meet with the instructor and ensure that the course learning outcomes and hallmarks are being satisfied.