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: ___________________  Division: ____________
Douglas Raphael          Humanities

Course Alpha: ____________  SP  Course Number: ________

Course Title: ____________________________
Principles of Effective Public Speaking

If the course is cross-listed, please provide the cross-listing:

Course Alpha: ____________  N/A  Course Number: ________

N/A

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.)

At minimum, students will complete three major speeches. Required speeches include the informative presentation and the persuasive presentation. The third speech assignment may be selected from the following types of speeches: a commemorative speech, a current events
speech, a demonstration speech, a panel discussion, debate, legislative testimony, or community teaching/presentation.

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 40% of the student's course grade will be a function of the student's oral communication performance. Students will submit a written outline/manuscript prior to delivering each speech, along with post-presentation Self and Peer Evaluations following each presentation.

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

Students will be trained to:
- select appropriate and effective speech topics
- research and gather supporting material for various types of public presentations
- select and employ an organizational format that is suitable to the goals of the presentation
- analyze and adapt to specific audiences, develop and support a persuasive argument
- develop visual aids that enhance audience comprehension of the speech topic
- demonstrate proper use of language in a public presentation
- demonstrate confidence and effectiveness in both physical and vocal delivery
- listen critically and provide constructive feedback to other public speakers

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

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.)

Feedback will be provided to individuals and hence, enrollment will be limited to 20 students per class section.

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.

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)
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)

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)

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)

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.

1. 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 251 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.

Student Learning Outcome #1, 2, and 3 will be assessed by the use of embedded questions on exams because they address knowledge of concepts or theories of speech. See embedded questions below. Speech faculty will meet at the end of every year, for the first two years, to evaluate the embedded questions and determine whether the learning outcomes are being addressed by the items selected. Thereafter, Speech faculty will meet every three years for a review of the process.

1. Which of the following does your textbook recommend as a way of dealing with nervousness in your speeches?
   a. Remember that your nervousness is not usually visible to your audience.
   b. Concentrate on communicating with the audience rather than on your nerves.
   c. As you rehearse, visualize yourself giving a successful speech.
   d. all of the above
   e. b and c only

2. A listener anxious about an upcoming exam, worried about a recent argument with a friend, or distracted by cold air in the classroom would be experiencing
   a. interference/noise.
   b. situational cues.
   c. communication apprehension.
   d. psychological dissonance.
   e. feedback.

3. All of the following are guidelines for ethical speechmaking except
   a. be honest in what you say.
   b. avoid name calling and other forms of abusive language.
   c. make sure your goals are ethically sound.
   d. exaggerate the facts if it helps to make your speech more persuasive.
   e. be fully prepared for each speech.

4. ______________ plagiarism occurs when the speech as a whole is ethical but the speaker fails to give credit for particular quotations and paraphrases.
   a. incremental
   b. patchwork
   c. accidental
   d. incidental
   e. global

5. Which of the following is an instance of informative speaking?
   a. a doctor explaining how antioxidants affect the body
   b. a vitamin distributor urging listeners to buy antioxidants
   c. a scientist arguing that antioxidants have minimal health benefits
   d. all of the above
   e. a and c only
Student Learning Outcome #4-12 will be assessed through instructor evaluations of student performance on speech presentations because these outcomes address student development of specific skills related to public speaking.

The Informative Speech Presentation in Speech 251 is a culmination of many skills that the student learns throughout the semester, including but not limited to, the ability to: select an appropriate topic, research and gather information, use an appropriate organizational format, choose strong supporting material, use a visual aid effectively, use language appropriately, demonstrate confidence in both physical and vocal delivery, adapt to specific audiences, and to listen critically and provide constructive feedback to other public speakers. Since the Informative Speech is a mandatory speech that all Speech 251 instructors must incorporate into their curriculum at Honolulu Community College, and because each instructor will use their own instrument for assessing student achievement of the learning outcomes, it is necessary to establish consistency in evaluation across instructors teaching this course. To that end, each instructor will randomly select at least two students from a fellow instructor’s class to evaluate using his/her own evaluation instrument. At the end of the class session, both instructors will meet to compare the results of their independent evaluations. To complete this process, the Speech department will meet to compare the results overall and to make adjustments and improvements where needed. A rubric will be collectively developed to evaluate student speeches in three basic areas: (1) Content and Organization, (2) Delivery, and (3) Topic Choice. Since this is a relatively labor intensive process, this assessment endeavor will occur once every three years.

Initiated by:  
Accepted by:  

Date: February 10, 2011  
Date: 2/10/11