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: 253

Course Title: Argumentation and Debate

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: Douglas Peck
(Initiator's Signature) Date: 12-01-2011

Accepted by: [Signature]
(Speech Requirement Board Chair's Signature) Date: 12/17/2011
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.)*

   Students in SP 253 will be required to complete three major debate presentations. Students will participate in different styles of debate (e.g., Oxford, Cross Examination, Lincoln Douglas, and Parliamentary). Students will be required conduct research for each major assignment and complete both self assessments and peer assessments.

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 sixty (60%) 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 be taught how to:

   (1) identify and avoid logical fallacies in arguments.
   (2) gather and evaluate evidence to be used to support a claim.
   (3) define and explain the importance of stock issues in debate.
   (4) use appropriate and convincing language while avoiding jargon and “rapid fire” delivery.
   (5) use suitable gestures, facial expressions, and vocal inflections during each phase of a debate.
   (6) deliver an effective introduction and conclusion for each speech within a debate.
   (7) differentiate between the three types of debate propositions: (1) questions of fact, (2) questions of policy, and (3) questions of value.
   (8) outline and deliver a constructive or rebuttal speech for both the leader position and member position of a debate team.
   (9) research, outline, and deliver a case supporting or opposing a proposition for fact, value, or policy.
4. **What kind of feedback will students receive regarding their performance on each oral communication assignment?**

Students will be presented with instructor feedback and peer feedback after each of the major debates. The feedback will be both positive and constructive. It will include an evaluation of the matter (arguments and evidence), clash (rebuttal and engagement with opponents), speaker roles (fulfilled duties each speaking position), manner (delivery, organization, and teamwork). Students will be expected to utilize the feedback provided to improve with each performance.

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.**

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?

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

To what degree can you...

(1) identify and avoid logical fallacies in arguments.
(2) gather and evaluate evidence to be used to support a claim.
(3) define and explain the importance of stock issues in debate.
(4) use appropriate and convincing language while avoiding jargon and "rapid fire" delivery.
(5) use suitable gestures, facial expressions, and vocal inflections during each phase of a debate.
(6) deliver an effective introduction and conclusion for each speech within a debate.
(7) differentiate between the three types of debate propositions: (1) questions of fact, (2) questions of policy, and (3) questions of value.
(8) outline and deliver a constructive or rebuttal speech for both the leader position and member position of a debate team.
(9) research, outline, and deliver a case supporting or opposing a proposition for fact, value, or policy.
(10) explain the structure of the following four types of debates, (1) The Oxford Format, (2) The Cross Examination Format: (3) The Lincoln Douglas Format, and (4) Parliamentary Debate.

Any faculty member assigned to teach Speech 253 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.