Term: MAP Fall 2010
Course: SPCO 200
Writing Unit: Yes
Instructor: Stacey Snider
Method: Speech Evaluation Form(s), Departmental Speech Contest
LAE Category: CORE Requirement: Speaking

Goal 1: Muskingum students will develop skills in perception, analysis and expression.

Learning Objective 1: A Muskingum College student will be able to define a meaningful issue(or problem) related to an academic area of study, formulate a position (or solution or argument) on that issue, and communicate his or her position effectively to a professional audience.

Departmental Perspective:
For students enrolled in the Fundamentals of Public Speaking course, the Department of Speech Communication and Theater at Muskingum College promotes building the following skills:

- To select, evaluate, and cite appropriate and credible materials for the preparation and delivery of speeches,
- To organize and phrase arguments and ideas specifically appropriate to situations, speaking goals, and audiences,
- To develop critical thinking and listening skills for evaluation of speeches,
- To exercise proficiency in the design and handling of digital and visual media that aids in the successful presentation of speeches for an audience,
- To exercise proficiency and/or develop expertise in the areas of verbal and physical delivery of communication messages, i.e. speeches.

A. Streams Of Evidence

1. Student will be able to define a meaningful issue or problem
   Exceeded- 2  Met-2  Failed to Meet-0

2. Student will formulate a position (or solution or argument)
   Exceeded- 2  Met-2  Failed to Meet-0
3. Student will communicate his or her position effectively
   Exceeded- 3   Met-1   Failed to Meet-0

4. Second Stream of Evidence, Student Perspective
   Exceeded- 1   Met- 2   Failed to Meet- 0

B. Student work examined

   List the tasks used to measure the objective (e.g., exams, research project/paper assignments, presentation or class assignment) and attach a copy of each along with the Departmental plan.

   Each departmental staff member teaching the Fundamentals of Public Speaking class includes a statement of departmental course objectives in his/her syllabus to students which directly align with LAE Goal 1 and the LAE Goal 1 Learning Objective. To measure this objective and the aligning course objectives, students in the Fundamentals of Public Speaking Course present at least three researched speeches in the semester; an informative, a persuasive, and a multi media (e.g. powerpoint) persuasive speech of policy. Students’ speeches are evaluated via use of a speech evaluation form (see Attachment, and explanation below) and/or oral feedback from instructors.

C. Scoring Criteria.

   Briefly explain the criteria used to evaluate student performance in relation to the learning objective (i.e., what constitutes advanced, proficient, partially proficient, not proficient, etc.) Attach copies of measurement instrument or rubric.

   Students are evaluated on their performance orally and/or via use of appropriate and varied speech evaluation forms and rubrics which correspond to the textbooks used in the course, left to the individual discretion of each instructor. The sample provided is from the Lucas, 2007 Art of Public Speaking (McGraw-Hill). For LAE Goal 1, students will be evaluated using the rubric, attached at the end.

Criteria Used for Evaluating Speeches

The average speech should meet the following criteria:

1. Conform to the kind of speech assigned-informative, persuasive, etc.
2. Be ready for presentation on the assigned date.
3. Conform to the time limit.
4. Fulfill any special requirements of the assignment—preparing an outline, using visual aids, conducting an interview, etc.

5. Have a clear and specific purpose and central idea.

6. Have an identifiable introduction, body, and conclusion.

7. Show reasonable directness and competence in delivery.

8. Be free of serious errors in grammar, pronunciation, and word usage.

**The above average speech should meet the preceding criteria and also:**

1. Deal with a challenging topic

2. Fulfill all major functions of a speech introduction and conclusion

3. Display clear organization of main points and supporting materials

4. Support main points with evidence that meets the tests of accuracy, relevance, objectivity, and sufficiency

5. Exhibit proficient use of connectives—transitions, internal previews, internal summaries, and signposts

6. Be delivered skillfully enough so as not to distract attention from the speaker’s message

**The superior speech should meet all the preceding criteria and also:**

1. Constitute a genuine contribution by the speaker to the knowledge or beliefs of the audience.

2. Sustain positive interest, feeling, and/or commitment among the audience.

3. Contain elements of vividness and special interest in the use of language

4. Be delivered in a fluent, polished manner that strengthens the impact of the speaker’s message

**The below average speech is seriously deficient in the criteria required for the average speech.**
D. Reflections on the Course Outcomes One thing that really affected the overall value of this course was the small class size. This had both positive and negative outcomes. The positives included the fact that the class began to exude a very intimate and comfortable climate. Students’ nerves were not hampered by large crowds or uncertainty about their classmates’ feelings and opinions. On the flip side, there is something to be gained by speaking in front of a larger group and the pressure one feels to get up and speak in front of an unfamiliar group. There were also several personal issues that caused excessive absences and an incomplete grade for one of the students. This is understandable unavoidable for adult students who have priorities and responsibilities that come ahead of school. Overall I feel the class as a whole met the expectations and gained the amount of knowledge and skill intended from SPOC 200.

E. Reflections on the Assessment The assessment process has been helpful in evaluating the way I evaluate my students. Being an adjunct professor teaching this class for the first time I was not aware of the rubrics and grading criteria that had already been established by the department. When I began teaching the class I created my own rubric and speech evaluation form, which did closely parallel the one developed by the department. I do like the fact that students were asked to do a self-assessment. I wish that the class would have had a high enrollment in order to get a “bigger picture” of how students felt upon the completion of the course. It is also interesting to see how my assessment of the students compares to what they assess.

F. Plan of Action From this assessment I have gained the possession of two very useful tools which were developed by the communications department including the speech evaluation form and the rubric. I will definitely be using both of these the next time I teach this course. Although I developed suitable variations of both of these tools, I feel that keeping these evaluation tools consistent throughout the department will give the students of Muskingum University a better, more significant introduction to speech class experience. I also think that I will take a look at the goals of the course mid-term and ask my students to evaluate themselves at that point in time. This would enable me to evaluate my teaching halfway through the course and restructure and realign in order to best serve the students and meet the goals of the course.