Final # COMM 1110 - Fundamentals of Speech (Hybrid)

Reporting Period	<	**2016-2017**	>

Course Description

Presents the basic principles of effective oral communication. Emphasizes planning, researching, organizing, and presenting types of speeches used in business, educational, and political activities. Gives special attention to informative and persuasive extemporaneous speeches.

Program Outcomes/Goals

POG1 Communication

Produce graduates who communicate effectively and clearly in standard written and oral communication.

Student Learning Outcomes

SLO1 Demonstration of expertise by researching, organizing, and presenting an oral report

Demonstration of expertise by researching, organizing, and presenting an oral report

Supported Initiatives

7	Standards	4	General Education	0	Institutional Priorities	5	Strategic Initiatives

Action Plans for Improvement

Action Plans for Improvement Description

Although it is unlikely that I will teach COMM 1110 again any time soon due to other duties, if I do there are three things I would need to do.
1. Be sure all material in D2L is updating and better organized.
2. Revise the textbook to update examples, address muddiest points, and correct the library research section when the system changes.
3. Consider re-doing the videos I use for the course, which were done in 2012 and need to be changed to fit the textbook.

If someone else teaches this course as a hybrid, #2 will be the most relevant.

Due Date

Status
Planned

Measures

M1 Measurement by a rubric evaluating the research and content components of the assignment

Measurement by a rubric evaluating the research and content components of the assignment

Methodology

For the informative and persuasive speech, students are required to use library research and cite sources correctly, and to use appropriate, correct, audience-centered content.

Source of Evidence: Rubric Scored Assignments - Academic Direct

Target

70% of student will earn a 70% or higher on the assessment.

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
70%	In COMM 1110, a hybrid course taught on the main campus in Fall 2016, 66% (14/21) of the students earned 70% or better on the reseach, citation, and content criteria of a persuasive speech. One third of the students (7/21) did not meet this standard. The average grade on this criteria was	I did not teach this course as a hybrid since Fall 2014. I had planned at that time to do a better job with citing sources, and that was achieved with the students who completed the assignment, which was 82%. I think one improvement is that we have gone to an institutionally-produced Open Educational Resource	Academic: Improved Performance	Partially Met

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
	63%. The average grade on the whole assignment was 63% including those who did not do it, but 85% for those who did complete it.	Textbook and we were very careful about explaining how to cite sources in speeches; this part of the book is much better than in the previous expensive book we used. Students were much more careful about full citation of sources rather than just "An article says" or "According to Smith."		

Analysis of Finding and Evaluation Results

Five students who were currently enrolled in the course at the time of the assignment did not complete the assignment at all, which accounts for the majority of those who did not meet the target. Two students did not meet it because of nonexistent source citation, despite emphasis. Those who gave the speech averaged 82% on this criteria.

The strengths of this assignment were that the student chose interesting and vital topics, for the most part, and most showed good research on their outlines although they forgot to cite the sources correctly in the actual speech. The weaknesses were that five students did not complete the assignment and that the class, as a hybrid, had some issues with attendance. We also missed Mondays due the schedule, and I missed two days due to a required conference and illness, so I do not believe I was able to create the continuity in the course that was needed, especially for the students who were first-semester freshmen.

If the students who did not complete the assignments are taken out of the calculation, the target was met, so I am considering this partially met.

SLO2   Utilization of technology and data to conduct research by citing informational sources

Utilization of technology and data to conduct research by citing informational sources

Supported Initiatives

7	Standards	4	General Education	0	Institutional Priorities	5	Strategic Initiatives

Measures

M1   Measurement by a rubric evaluating a persuasive or informative speech

Measurement by a rubric evaluating a persuasive or informative speech

Methodology

For this outcome, I am using an assignment I have for the informative speech where students must find six sources (three scholarly/GALILEO, three Internet) for their informative speech topic and submit with full bibliographical information prior to completing the outline. They must then use these sources in the speech. I am using this assignment because of the technology aspect and because they must include all the correct bibliographical information.

Source of Evidence: Rubric Scored Assignments - Academic Direct

Target

70% of the students will score 70% or higher on the assessment.

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
70%	In COMM 1110H, a hybrid course taught on the main campus in Fall 2016, 77% of students enrolled (17/22) at the time completed the assignment, but only 16 (73%) scored 70% or better on it. Five students did not complete the assignment, and one did it incompletely. The average grade was 88.9% for those who completed it and 69% for the whole class.	As mentioned in previous target findings, the new textbook puts more emphasis on this subject and citing sources. I also strengthened the form/template I use for the assignment for clarity; revision of assignments is an ongoing process.	:	Met

Analysis of Finding and Evaluation Results

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status

Some of the students who did not score 70% or better eventually dropped or stopped coming. Only two who did not score 70% or better eventually passed the course, and that was with D grades.

The assignment has many strengths in helping the students understand the use of GALILEO and the Internet for good source citation, and I give a complete lecture beforehand (I do not utilize the librarians for this). I also wrote the chapter on research in the new textbook, although it will have to be revised because the library is going to a different system, called ALMA, in May. The assignment also helps them understand the differences between the types of bibliographical information, such as volume, journals, issues, etc. The weakness is that some students don't do it and this leads to a huge gap in their success in the class later, because they do not have adequate research for the informative speech and don't understand research for the persuasive.

SLO3   Evaluation of works under investigation

Evaluation of works under investigation

Supported Initiatives

7	Standards	5	General Education	0	Institutional Priorities	5	Strategic Initiatives

Measures

M1   Measurement by a rubric evaluating observations, inferences, or relationships in a presentation

Measurement by a rubric evaluating observations, inferences, or relationships in a presentation

Methodology

Students complete a 300- to 350-word essay analyzing and critiquing the informative speech of a peer in the class. They are given a specifications sheet with specific questions to address, which serves as the rubric for grading.

Source of Evidence: Rubric Scored Assignments - Academic Direct

Target

70% of the students will earn 70% or higher on the assesment

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
70%	In COMM 1110H, a hybrid course taught on the main campus in Fall 2016, 76% of the students (16/21 enrolled at the time) earned 70% or better on the measure. Five students did not complete the assignment. All students who completed it achieved 70% or better. The average grade for those who finished it was 93%, and 71% for the whole class.	This was not a focus of an action plan in the past. The improvement I have made is to allow other students to see their evaluations. Usually the only deficit in the assignment is Type I errors, which are part of evaluation, but this group of students this semester were mostly sophomores and juniors and had experience with short essays.	:	Met

Analysis of Finding and Evaluation Results

Students who did not complete the assignment constituted the reason that 29% did not meet the target. Otherwise, they did well. It is a five-paragraph essay that gives them an opportunity to practice writing and do an honest evaluation of a peer's speech anonymously. If a student wants to see what a peer has written, the name is removed but I rarely get interest in this opportunity. I do not perceive any weakness other than it is not a high-stakes grade (3% of total) and therefore some students choose not to do it, but it usually causes them to receive a lower grade in the course.

POG2   Critical Thinking and Reading

Produce graduates who read and think critically.

Student Learning Outcomes

SLO1   Analysis and evaluation of conclusions and arguments

Analysis and evaluation of conclusions and arguments

Supported Initiatives

0	Standards	0	General Education	0	Institutional Priorities	0	Strategic Initiatives

Measures

M1   Measurement by a rubric evaluating a persuasive speech

Measurement by a rubric evaluating a persuasive speech

Methodology

The persuasive speech, a 6-7 minute researched presentation worth 20% of the final grade, is evaluated using a rubric with ten categories, including structural elements; physical delivery elements; enhancement or use of ethos, logos, and pathos; use of sources; and audience awareness.

Source of Evidence: Presentation - Academic Direct

Target

70% of the students will earn 70% or higher on the rubric

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
70%	In COMM 1110-H, a hybrid course taught on the main campus in Fall 2016, 16/21 students (76%) earned 70% or better on the persuasive speech. The average for the students who gave the presentation was 85.5% and 65% for the whole class. The five students who did not meet the target did not give the presentation despite two opportunities to do so.	This target was not a focus of an action plan, although in writing the persuasive chapters in the textbook I emphasized what was important to the learning outcomes. I had the students write reflections on each chapters, addressing what they learned and the "muddiest points" of the chapter. This gave me some good data for improving the book. This target does touch on another action plan/outcome of improving source citation (see SLO 1).	Academic: Improved Performance	Met

Analysis of Finding and Evaluation Results

It is disheartening that three students who should have given the speech did not show up on the day of the final to do so. It affected their grade adversely so that I had a high DWF rate in the class (almost 50%). The weakness of the assignment is that the hybrid model did not work for these students that well. The strength is that most of the students who did the speech gave interesting and worthwhile presentations over such topics as prison reform, requiring community service hours in high school, proper usage of car seats for toddlers, sports opportunities for special needs students, and stem cell research (a paraplegic student). Many of them found their voice in the assignment.

Related Projects

There are no related projects to this project.

Project Collaborators

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Project Attachments

There are no files attached to this project.

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