#### **Core Curriculum Assessment**

Semester: Spring 2006 Sections 0156-103-14 and 0156-103-16

Learning Outcome	Assessment Procedure(s)	Results of Assessment	Action Plans	Observations
Understand the importance of oral argument in citizenship and public decision-making.  Understand key	Students discuss role of speech in public life and its relationship to democracy, such as in politics, free speech and personal decisionmaking.  Students are asked to	Students discuss the relationship between politics, voting and democracy, and often choose relevant topics to explore.  Students directly	This is a component that is woven into many aspects of the course and comes up continually as a topic of discussion  Students effectively	Perhaps we could discuss more in-depth the relationship between speech and democracy and look at historical documents.  Students enjoy this
concepts from the tradition of rhetoric and use these concepts to assess both their own speaking and that of others.	display rhetorical concepts in their speeches and critique speakers in and outside of class.	illustrate Aristotle's rhetoric, such as ethos, logos and pathos and how to combine them for effective speechmaking.	integrate Aristotle's rhetoric such as ethics, language usage, demonstrative speaking and critical thinking.	aspect of the course which is thoroughly displayed by students.
Identify and evaluate ethical issues in public address, including plagiarism and gender and cultural stereotyping.	Students are assessed as to how their topics, purpose and evidence meet ethical guidelines such as truthfulness, timeliness and accuracy.	Students research, compose and deliver speeches that meet general ethical guidelines and illustrate sensitivity to diverse points of view.	Students are asked to make ethical arguments and to explain why they are ethical in the course of a speech as well as cite credible sources accurately.	Technological, generational and cultural differences are changing the types of evidence and sources that students are using.
Fashion a clear and concise thesis statement.	Students compose a clear and concise thesis statement for all of their speeches.	Well crafted thesis statements usually lead to well crafted speeches with a strong central message.	Continue to illustrate thesis statements and assess their construction throughout the course.	Students who take the time to write cohesive thesis statements generally illustrate stronger speeches.

#### **Core Curriculum Assessment**

Semester: Spring Semester 2006 0156-103-14 & 0156-103-17

Learning	Assessment	Results of	Action	
Outcome	Procedure(s)	Assessment	Plans	Observations
Identify and use	Students are asked to	Students who	More class time needs	It is challenging to get
compelling, credible	identify, assess and	thoroughly assess	to be devoted	students to use
evidence and	critique evidence in	their own evidence	analyzing various	evidence other than
anticipate audience	written and oral form	have more	forms of on-line	that found on the
support of, or	and to explain the	compelling, credible	evidence as it is being	Internet, therefore, I
opposition to,	evidence used in their	and timely evidence	increasingly utilized	reward those who do
evidentiary claims.	own speeches.	that is audience	by students.	SO.
	Students conduct an	appropriate.		
	audience analysis.			
Identify and evaluate	Students are asked to	Students compose and	Provide more in-class	Having students make
lines of reasoning	identify and e	deliver speeches void	opportunities for	their own fallacies
(both logical and	demonstrate various	of logical fallacies and	students to practice	allows them to see
fallacious), and types	types of logical and	make coherent, well	argumentation and	why they are illogical-
of proofs and appeals.	fallacious reasoning in	grounded claims.	debate in class.	-and it's fun!
	class.			
Adapt arguments to	Students are asked to	Students use their	Have students argue a	Students are eager to
various audiences and	formulate and deliver	audience surveys to	position from multiple	conduct audience
occasions.	an audience survey	construct audience-	perspectives in order	surveys and enjoy
	and to analyze the	appropriate claims	to see multiple	discussing how media
	characteristics of	and illustrate	arguments.	cater their needs and
	audiences.	audience-centered		consumers.
		speaking.		

#### **Core Curriculum Assessment**

Semester: Spring Semester 2006 0156-103-14 & 0156-103-17

Learning	Assessment	Results of	Action	
Outcome	Procedure(s)	Assessment	Plans	Observations
Demonstrate facility	Students are required	Students compose and	Continue to read,	Students are asked to
in multiple genres/	to speak in various	deliver well	view and critique	deliver a facilitation,
modes of public	styles, lengths and for	developed, organized	examples of speeches	which allows them
discourse, organizing	multiple purposes	and audience	so that students	choose for themselves
material in a manner	appropriate to the	appropriate speeches	experience various	which type of
appropriate to the	assignment criteria	that fulfills	levels of speech	rhetorical style they
speech genre/mode.	including persuasion.	assignment criteria.	development.	would like to learn
				most from.
Create a speech	Students are required	Students who	Continue to compile	Students like to have
outline that	to compose an outline	compose and illustrate	examples of outlines	early drafts of outlines
categorizes and	for each formal speech	well developed,	and distribute them to	critiqued by the
subordinates ideas to	and are graded	organized, labeled	students so that	instructor in order to
produce a clear,	according to how it	and cited outlines	students see how to	assist them in this
appropriate	meets and exceeds	generally deliver	construct and develop	task, which also
organizational	assigned outline	higher quality	outlines for a variety	increases their
pattern.	criteria and model.	speeches.	of purposes.	confidence in the final
				speech.
Properly cite a variety	Students are required	Students are rewarded	Illustrate more in	Students have a
of sources.	to cite sources in their	for proper verbal and	depth the challenges	variety of levels of
	outline and in their	written source	on citing on-line	experience with
	speeches verbally.	citations.	sources.	sources.
Adjust voice	Students are graded	Students who display	Allow students to	Students used smaller
appropriately to	according to how well	appropriate voice	practice vocal variety	group facilitations to
audience, room and	their delivery meets	deliver more dynamic	in small groups, and	practice aspects of
material.	the topic, the purpose,	and clear speeches.	to encourage students	delivery. The
	the audience and the		to practice at home.	instructor also
	context.			demonstrated.

#### **Core Curriculum Assessment**

Semester: Spring Semester 2006 0156-103-14 & 0156-103-17

Learning	Assessment	Results of	Action	
Outcome	Procedure(s)	Assessment	Plans	Observations
Demonstrate	Students are assessed	Students with a higher	Video tape students	Students enjoy
appropriate vocal	multiple times as to	degree of speech	delivering their	discussing how to
variety (e.g., pitch,	how well they deliver	anxiety usually are	speeches and have	manage speech
rate, volume) while	their speeches	more confident and	them critique their	anxiety and their
controlling speech	including volume,	less anxious at the end	own methods of	experiences with it.
anxiety.	rate, pitch, and	of the course.	delivery.	Students also learn
	reducing speech	Generally, delivery is	-	from watching one
	anxiety.	better overall.		another.
Demonstrate fluency	Students create a	Students who	Have students bring	It's important to set a
when delivering	speaking outline	illustrate fluent,	in a copy of their	strong example as the
speech from notes or	based on their formal	unobstructed delivery	speaking outline and	instructor and to set
outline.	developed outline and	that avoids reading	practice in small	the tone for delivery
	speak fluently during	deliver more	groups prior to the	in how the class is
	the speech.	interactive speeches.	speech.	taught.
Use nonverbal cues to	Students identify their	Students aware of	Learn more about the	Video-taping speeches
enhance the speech	own and others use of	their own non-verbal	cultural obstacles to	is the best way to
rather than detract	nonverbal speech and	cues, usually	interpreting non-	teach students about
from it.	what obstructive	effectively reduce,	verbal communication	their own non-verbal
	nonverbal	manage or enhance	as well as cultural	habits.
	communication looks	them by the end of the	differences.	
	like.	course.		
Use visual aids (e.g.,	Students construct	Students who follow	Compile a greater	Sometimes visual aids
multimedia)	and utilize visual aids	suggestions and	array of visual aids	have consequences
effectively.	for their informative	guidelines generally	that are appropriate	that the students did
	and persuasive	make effective visual	for increasingly	not intend.
	speeches.	aids.	technologically savvy	
			students.	

**Core Curriculum Assessment** 

Semester: Spring Semester 2006 0156-103-14 & 0156-103-17

#### ADDITIONAL EVIDENCE THAT THE GENERAL CORE LEARNING OUTCOMES ARE BEING MET:

Public Speaking is a rigorous but enjoyable course for students to take because it requires independent planning, research and preparation, in addition to social, relational and public communication. Students are asked to choose topics themselves analyze, their audience to determine the speech purpose, compile information from a variety of sources, and then organize and develop the speech for a specific length of time. The course emphasizes developing a solid foundation of academic skills, knowledge and habits, such as illustrate effectiveness in language usage, conducting research, organizing and developing arguments, assessing the claims and evidence of others, and having an appreciation and awareness of the differences that others express from multiple cultural, regional, socio-economic and even generational backgrounds. I believe that students find the course challenging and time consuming, but value the course in the end and see its importance in their personal and professional lives.

There are a variety of assignments and activities that allow students to reflect and discuss issues that pertain to their lives, education and civic participation, such as the influence of technology, visual interpretation, social influence, current events as well as issues pertaining to culture and diversity. Students get to determine their own points of view, share experiences and argue the ethical value of a course of action. Students with differing educational, cultural and socio-economic experiences are free to inform and persuade one another of what they believe, in this way they put their opinions before one another in a public forum, which is a powerful way to learn. I sincerely enjoy teaching this course for these reasons and hope that I can continue to do so.

**Core Curriculum Assessment** 

Semester: Spring Semester 2006 0156-103-14 & 0156-103-17

**EVIDENCE THAT COURSE SUPPORTED THE MISSION OF THE UNIVERSITY (**Offer the "...knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others"):

Public Speaking provides the knowledge and skills necessary for students to succeed as persons and professionals by encouraging them to deliver presentations that enhance, improve, inform and enlighten their classmates for a variety of purposes, whether they speak to entertain, inform or persuade. Students speak about their life experiences, which allows them to gain insight into people who come from different places, countries, cultures and socio-economic backgrounds, and as a result, enlarges their understanding and compassion for others. Students are responsible for providing timely, accurate and ethical communication that is useful and enjoyable for their fellow classmates, as they develop an acute awareness of how what they say can influence those around them.

For example, in their entertaining speech, students are asked to speak about a significant event or experience that has shaped that character, and in listening to these stories, students learn about one another's decision-making, how events are arranged into a meaningful narrative, and what it means to act with ethical intent. For their informative speeches, students are asked to enhance the audience's knowledge about a topic of current relevance and that is beneficial to the audience's future. In their persuasive speeches, students are asked to suggest a course of action based on their personal credibility, sound reasoning, and display of evidence that will improve their peers' social community and the larger world. Students are challenged to listen to others respectfully, empathically and critically. For these reasons, I believe we are directly pursuing the University's mission.

#### UNIVERSITY OF SAN FRANCISCO

Core Area: Public Speaking

Spring 2007

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Understand the importance of oral argument in citizenship and public decision-making.	-Class discussion and assignment and Exam 1 -Individual conferences with each student regarding their learining	-16 out of 18 students received C or better on Exam 1	-produce individual assignment that can be used to interact with other students to get their thoughts as well
Understand key concepts from the tradition of rhetoric and use these concepts to assess both their own speaking and that of others.	-Lecture, discussion, peer evaluations on speeches -Exam 1 and 2 -video tape student presentations -Individual conferences with each student regarding their learining	-16/18 students received C or better on Exam 1 -17/17 received C or higher on Exam 2 -Critiques by students of their peers got more detailed and specific as semester progressed -Students review their taped speeches and have personal conferences with me	Incorporate a fun history student presentation to engage students -Students grow with their critical thinking skills and public speaking vocabulary while evaluating speeches (including their own and their peer's speeches)
Identify and evaluate ethical issues in public address, including plagiarism and gender and cultural stereotyping.	-Lecture and discussion -StudentChapter presentations/role plays -Individual conferences with each student regarding their learining	-100% of students received an A on chapter presentations	
Fashion a clear and concise thesis statement.	-Lecture & discussion -In-class practice and exercises -4 formal outlines and presentations -rough drafts and feedback for each speech thesis	With the feedback, thesis statements become clearer in the formal outlines turned in on speech days -65/71 graded speeches received a C or higherSome of the lower grades were due to a combination of giving speeches late and/or procedural errors	-Thesis statements usually become clearer as the semester progresses

	statement -Individual conferences with each student regarding their learining		
Identify and use compelling, credible evidence and anticipate audience support of, or opposition to, evidentiary claims.	-Lecture -Class Discussion Analysis of outline examples of claims / supporting material, critical analysis of source credibility -4 outlines and speeches -Exam 1 and 2 -Individual conferences with each student regarding their learining	-16/18 students received C or better on Exam 1 -17/17 received C or higher on Exam 2 -65/71 graded speeches/outlines received a C or higherSome of the lower grades were due to a combination of giving speeches late and/or procedural error2	Incorporate an assignment to create a graph of supporting materials with their strengths and weaknessesWe only discuss these now
Identify and evaluate lines of reasoning (both logical and fallacious), and types of proofs and appeals.	-In class assignment where small groups define and present examples of reasoning types that would fit into speeches -Exam 2 -Final Speechuse examples of reasoning and fallacies -Individual conferences with each student regarding their learining	-Groups present Reasoning Types -17/17 received a C or higher on Exam 2 -17/18 received a C or higher on the Final Speech	-might incorporate role play with illogical situations or have each person assigned a fallacy to present to class with timely examples
Adapt arguments to various audiences and occasions.	-4 outlines and speeches—each with a different purpose -Individual conferences with each student regarding their learining	-65/71 graded speeches received a C or higherSome of the lower grades were due to a combination of giving speeches late and/or procedural errors	-students do a good job of adapting to different speech purposes but sometimes hard to help them understand that their classmates are a real audiencemight try to find an exercise that helps them see this more clearly

Demonstrate facility in multiple genres/ modes of public discourse, organizing material in a manner appropriate to the speech genre/mode.	-4 outlines and speeches—each with a different purpose -Turn in drafts of each thesis statements for each type of speech -Individual conferences with each student regarding their learining	-65/71 graded speeches received a C or higherSome of the lower grades were due to a combination of giving speeches late and/or procedural errors	
Create a speech outline that categorizes and subordinates ideas to produce a clear, appropriate organizational pattern.	-4 formal individual outlines and speeches -Outlining Exercises -Exams 1 and 2 -Individual conferences with each student regarding their learining	-65/71 graded speeches received a C or higherSome of the lower grades were due to a combination of giving speeches late and/or procedural errors -16/18 students received C or better on Exam 1 -17/17 received C or higher on Exam 2	
Properly cite a variety of sources.	-4 formal outlines and speeches -Exam 1 and 2 -In-Class discussion and exercises -Individual conferences with each student regarding their learining	-65/71 graded speeches received a C or higherSome of the lower grades were due to a combination of giving speeches late and/or procedural errors -16/18 students received C or better on Exam 1 -17/17 received C or higher on Exam 2 -Critique and help with in-class exercises	-Create a take-home exercise that has everyone put together credible sources and then verbally citing and critiquing the credibility of each source for the next class period
Adjust voice appropriately to audience, room and material.	-4 individual formal outlines and speeches -3-4 small group presentations -Individual conferences with each student regarding their learining -Video Tapes of speeches	-65/71 graded speeches received a C or higherSome of the lower grades were due to a combination of giving speeches late and/or procedural errors -Verbal and written feedback on individual and small group presentations	

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Demonstrate appropriate vocal variety (e.g., pitch, rate, volume) while controlling speech anxiety.	-4 individual formal outlines and speeches -In class exercises -Individual conferences with each student regarding their learining -Video Tapes of speeches	-65/71 graded speeches received a C or higherSome of the lower grades were due to a combination of giving speeches late and/or procedural errors -Verbal and written feedback on individual formal speeches and inclass exercises	
Demonstrate fluency when delivering speech from notes or outline.	-4 formal outlines and speeches delivered from note cards -In-class exercises and small group presentations -Individual conferences with each student regarding their learning -Video Tapes of speeches	-65/71 graded speeches received a C or higherSome of the lower grades were due to a combination of giving speeches late and/or procedural errors -Verbal and written feedback on individual formal speeches, in-class exercises and small group presentations -Have seen improvement in all students throughout the semester	
Use nonverbal cues to enhance the speech rather than detract from it.	-4 formal outlines and speeches delivered from note cards -Individual conferences with each student regarding their learining -Video Tapes of speeches -In-class exercises and small group presentations	-65/71 graded speeches received a C or higherSome of the lower grades were due to a combination of giving speeches late and/or procedural errors -Verbal and written feedback on individual formal speeches, small group presentations and in-class exercises -Have seen improvement in all students throughout the semester	
Use visual aids (e.g., multimedia) effectively.	-4 formal outlines and speeches delivered from note cards -Individual conferences with each student regarding their learining -Video Tapes of speeches -In-class exercises and small group presentations	-65/71 graded speeches received a C or higherSome of the lower grades were due to a combination of giving speeches late and/or procedural errors -Verbal and written feedback on individual formal speeches and inclass exercises -Have seen improvement in all students throughout the semester	

Additional evidence that the general core learning outcomes are being met:

#### UNIVERSITY OF SAN FRANCISCO

Core Area: Public Speaking

Spring 2007

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Understand the importance of oral argument in citizenship and public decision-making.	Students are required to participate in dueling persuasive speeches on controversial public policy topics.	16 out of 19 students were able to complete the assignment with a grade of B- or better.	Of all the speeches in the class, the students seemed most excited about this one, although more debate practice in class would help students be more concise with their answers.
Understand key concepts from the tradition of rhetoric and use these concepts to assess both their own speaking and that of others.	Throughout the semester students are assigned two self-evaluations and two peer-evaluations.	A total of 68 evaluations were turned in during the semester and 67 were able to compare the concepts to the speeches with an explaination worthy of a B- or better.	
Identify and evaluate ethical issues in public address, including plagiarism and gender and cultural stereotyping.	There is a term paper due at the end of the semester where students are to evaluate an outside speaker based on all concepts discussed during the semester, including ethical issues.	Of the 18 students who completed the paper, 17 were able to correctly identify ethical issues in outside speakers' speeches.	Giving examples and practicing evaluating controversial speeches in class would help direct the students with what to look for.
Fashion a clear and concise thesis statement.	For every speech an outline is due, and the thesis statement is at the top of that outline.	All students were able to create a thesis for each outline turned in.	
Identify and use compelling, credible evidence and anticipate audience support of, or opposition to, evidentiary claims.	Each speech required additional sources so as the semester went on the standard for evidence grew.	By the final speech all students were able to argue against credible evidence and identify non-credible evidence.	It would probably be good to bring in both credible and non-credible sources and have an in-class activity evaluating and answering them.
Identify and evaluate lines of reasoning (both logical and fallacious), and types of proofs and appeals.	The outside speaker evaluation specifically asked students to identify three proofs and types of	Again, 17 of the 18 students who completed the paper were able to identify the proofs and reasoning used in the outside speech.	

			-
	appeals, as well as lines of reasoning.		
Adapt arguments to various audiences and occasions.	Speech #2 is a Special Occasion Speech that specifically asks students to create an audience to adapt to.	18 of the 19 students were able to sufficiently adapt to the created audience, and earned a B- or better.	
Demonstrate facility in multiple genres/ modes of public discourse, organizing material in a manner appropriate to the speech genre/mode.	Each of the 5 speeches asks students to organize their speech in a different order and adapt to the types of public discourse.	Students consistently adapted to the new types of speeches, with a majority of students gradually increasing in grade points.	
Create a speech outline that categorizes and subordinates ideas to produce a clear, appropriate organizational pattern.	4 of the 5 requried speeches requre an outline.	All students were able to satisfactorally create outlines.	
Properly cite a variety of sources.	The final 3 speeches require sources from multiple publications.	In the first speech with sources, only 9 of the 18 students were able to cite correctly (B- or better); however, by the final speech, 16 students were able to cite sources correctly (B- or better)	
Adjust voice appropriately to audience, room and material.	In the self-evaluations students are asked to identify their vocal delivery.	All students commented on their vocal volume, stating they felt loud enough and were prepared to speak up when necessary. Many students also remarked on others' vocal adaptation in the peer-evaluations.	
Demonstrate appropriate vocal variety (e.g., pitch, rate, volume) while controlling speech anxiety.	Delivery is a component of the grading rubric for each speech.	By the final speech all students were able to deliver their speech with the appropriate vocal variety and limited anxiety.	

Demonstrate fluency when	Students are allowed note	Some students were using the notes in	Some more in-class work on
delivering speech from notes or	cards for each speech, with	the final speech more as a crutch and	confidence building could help with
outline.	the longest speech having 2	the notes ended up hurting their	students not leaning too much on
	small note cards both sides	delivery more than helping.	their notes.
	avaliable.		
Use nonverbal cues to enhance the	Movement is a specific	While all students were able to	More informal in-class presentations
speech rather than detract from it.	category in the grading	effectively use hand gestures, walking	would help students to feel more
	rubric for each speech.	around the front of the room to seem	comfortable in their surrounds and
		more comfortable was never	would allow them to "practice" using
		achieved.	the space without the fear of a grade.
Use visual aids (e.g., multimedia)	The students are required	17 of the 19 students were able to	
effectively.	to have a visual aid in one	create an effective PowerPoint	
	of two speeches (they are	presentation, and 3 of the 19 students	
	allowed to decide which	also had other sensory aids. The 17	
	speech would benefit more	students were also able to effectively	
	from the visual aid).	work the visual aid into their speech	
		(B- or better).	

Additional evidence that the general core learning outcomes are being met:

#### UNIVERSITY OF SAN FRANCISCO

Core Area: Public Speaking

Spring 2007

(4)	(2)	(2)	(4)
	Measurement of	(3)	Assessment Informed
Student Learning Outcomes	Evidence	Summary Results	Improvements
Understand the importance of oral	3 out of 4 of the public	All students passed the public	
argument in citizenship and public	speaking assignments	speaking assignments with a grade of	
decision-making.	asked students to make	C or better. 90% of them passed with	
	speeches about issues of	a grade higher than a B	
	human rights and/or the	Students were asked in the end to	
	state of democracy.	write a reflection paper. Most of the	
	Students were asked in the	students indicated that they had a	
	final semester to focus all	better understanding of how rhetoric	
	their work on what it	worked in real life situations.	
	means for individuals to		
	gain a voice in public,		
	especially when that voice had been silenced,		
	misrecognized, or ignored		
	in the past.		
Understand key concepts from the	Paper #1 asked students to	85% of students passed the first paper	Students reported some confusion
tradition of rhetoric and use these	assess the rhetorical	with a grade of B- or better.	about the concept of the rhetorical
concepts to assess both their own	situation and the use of	17/20 students passed the press	situation. I need to spend more time
speaking and that of others.	ethos, pathos and logos in a	conference of speech with a grade of	on this concept and simplify the
speaking and that of others.	speech. They then had to	B- or better.	wording of the assignment itself.
	use these rhetorical tools to		wording or the dissignment institu
	construct a press		
	conference speech. As		
	well, students learned		
	about argumentative		
	structures and fallacies and		
	applied these in a series of		
	debates that required		
	students to critique, re-		
	situation, and evaluate the		
	arguments of their peers		

Identify and evaluate ethical issues	We read extensively about	About 65% of students cited sources	Provide more in-class examples
in public address, including	issues of ethics in public	correctly during their speeches.	about when/how to cite sources in
plagiarism and gender and cultural	speaking and covered	Almost all, however, cited sources	speeches.
stereotyping.	plagiarism in both written	correctly on outlines, position papers,	•
	and oral communication.	and written work.	
	Students were evaluated on		
	these items during oral		
	critiques of their speeches.		
Fashion a clear and concise thesis	All speeches and speech	Because so much emphasis was	Provide more student examples of
statement.	outlines were required to	placed on thesis statements, all	thesis statements.
	have a clear, concise thesis.	students had a thesis statement for	
	Additionally, students	every speeches. There was marked	
	completed 3 thesis	improvement in the quality of thesis	
	exercises in groups over	statements over the course of the	
	the year.	year.	
Identify and use compelling,	Students were asked to	All students used scholarly sources to	Show a taped example of a re-
credible evidence and anticipate	give a policy speech in	support their claims in the	enactment of a public debate to show
audience support of, or opposition	which evidence was the	argumentative speech and the 2	them how to incorporate evidence.
to, evidentiary claims.	key factor. They also	person debate. Only two people did	•
	learned how to evaluate	not meet the required number of	
	and respond to evidence of	sources.	
	oppositional arguments in	Students struggled to produce	
	both the 2 person debate	evidence in the re-enactment of the	
	and the re-enactment of a	public debate. Only about 50% of	
	public debate.	students used evidence to support	
		their claims.	
Identify and evaluate lines of	In addition to reading and	Students did not do well on the quiz.	Need to spend more time on this
reasoning (both logical and	an in-class lectures,	During class, they indicated that they	lesson, showing examples in
fallacious), and types of proofs	students wrote about the	understood the concept and the	editorials.
and appeals.	construction of arguments	example. The grades on the quiz,	
	in each of their writing	however, averaged to 36 points out of	
	assignments. They also	50 points.	
	took a quiz on logical	•	
	fallacies.		
Adapt arguments to various	Students presented four	Over the course of the semester	The persuasive speaking assignment
audiences and occasions.	different speeches asking	students were able to articulate the	and the debate dealt with very
	them to address different	audience, exigence, and constraints	similar topics/audiences. Vary these
	audiences, exigencies, and	for each of their speeches.	assignments.
	purposes. The first		

	speaking assignmenta press conference speech asked them to solely consider audience and exigence.		
Demonstrate facility in multiple genres/ modes of public discourse, organizing material in a manner appropriate to the speech genre/mode.	Students presented an informational speech, a persuasive policy speech, an analytical speech, and a debate.	All students presented and passed each speech.	
Create a speech outline that categorizes and subordinates ideas to produce a clear, appropriate organizational pattern.	Students submitted a formal outline for the persuasive speech, a manuscript for the press conference speech, a position paper for the reenactment of a public debate, and a peer critique for the debate.	About 90% were completed correctly. Students in this class averaged a B+ on their position papers.	Require a formal outline for the debate as well. Spend more time in class looking at student examples of outlines.
Properly cite a variety of sources.	All outlines/position papers had to be accompanied by a bibliography in correct MLA or APA format. Students were required to use "attributive tags" in their speeches to cite the sources they employed in their speeches.	By the end of the course, most of the students used attributive tags seamlessly in their work.	
Adjust voice appropriately to audience, room and material.	Delivery was evaluated on all speeches.	Each student improved over the course of the semester.	Stress delivery in the final speech.
Demonstrate appropriate vocal variety (e.g., pitch, rate, volume) while controlling speech anxiety.	Delivery was evaluated on all speeches. Students also engaged in several in class exercises where they practiced these skills.	Each student improved over the course of the semester. In many of their self reports at the end of the year, students reported that they were more comfortable with their ability to deliver a speech effectively.	Do more peer critique of delivery issues in class (in-class exercises).

Demonstrate fluency when	All speech outlines and	This class more than the others	Provide them more in-class video
delivering speech from notes or	notes were checked.	successfully followed my instruction.	examples of differences between
outline.	Students were graded on	There was not one student in the end	extemperaneous and impromptu
	their extemperaneous and	of the year who was writing out	speaking.
	impromptu speaking.	speeches.	
Use nonverbal cues to enhance the	This was a criteria on each	Each student improved over the	More video examples.
speech rather than detract from it.	speech evaluation form.	course of the year.	_
Has visual aids (a. a. multimadia)	Cturdonto ruono anadad in	Ctudents in this class did not use	Cruitale tha againment. Asle than to
Use visual aids (e.g., multimedia)	Students were graded in	Students in this class did not use	_
effectively.	the final speech on the	visual aids as effectively as the other	use visual aids in their persuasive
	effectiveness and use of	classes. While generally well done,	policy speech rather than in the final
	visual aids.	the visual aids were not integrated	public argument.
		into their speeches.	

Additional evidence that the general core learning outcomes are being met: At the end of the semester, students are asked to write a reflection memo--a self report that asks students to consider how their skills have changed over the course of the semester. In this class, all but 2 students claimed that they felt more comfortable delivering a speech. 90% of them, however, also reported that they had learned that delivery was secondary to learning how to structure a speech given the rhetorical situation.

#### UNIVERSITY OF SAN FRANCISCO

Core Area: Public Speaking

Spring 2007

	(2)		(4)
(1)	Measurement of	(3)	Assessment Informed
Student Learning Outcomes	Evidence	Summary Results	Improvements
Understand the importance of oral	3 out of 4 of the public	All students passed these assignments	
argument in citizenship and public	speaking assignments	with a grade of C- or better. 12/13	
decision-making.	asked students to make	students passed with a grade of B- or	
	speeches about issues of	higher.	
	human rights and/or the	Students in this class also	
	state of democracy.	demonstrated in their final reports	
	Students were asked in the	that they were pleased that the public	
	final semester to focus all	speaking assignments dealt with "real	
	their work on what it	issues" versus speeches without real	
	means for individuals to	life import or implication.	
	gain a voice in public,		
	especially when that voice		
	had been silenced,		
	misrecognized, or ignored		
**	in the past.	10/10	
Understand key concepts from the	Paper #1 asked students to		Students reported some confusion
tradition of rhetoric and use these	assess the rhetorical situation and the use of	with a grade of B- or higher. All	about the concept of the rhetorical
concepts to assess both their own		passed.	situation. I need to spend more time on this concept and simplify the
speaking and that of others.	ethos, pathos and logos in a	11/12 students massived a smade of D	wording of the assignment itself.
	speech. They then had to use these rhetorical tools to	11/13 students received a grade of B-or higher on the first speech.	wording of the assignment itself.
	construct a press	of fligher on the first speech.	
	conference speech. As		
	well, students learned		
	about argumentative		
	structures and fallacies and		
	applied these in a series of		
	debates that required		
	students to critique, re-		
	situation, and evaluate the		
	arguments of their peers		

Identify and evaluate ethical issues in public address, including plagiarism and gender and cultural stereotyping.  We read extensively about issues of ethics in public speaking and covered plagiarism in both written and oral communication. Students were evaluated on these items during oral critiques of their speeches.  Fashion a clear and concise thesis statement.  All speeches and speech outlines were required to have a clear, concise thesis. Additionally, students completed 3 thesis in public students cited sources correctly about 40% of students cited sources correctly during their speeches. Almost all, however, cited sources correctly on outlines, position papers, and written work.  Provide more in-class example about when/how to cite sources or rectly on outlines, position papers, and written work.  Because so much emphasis was placed on thesis statements, all students had a thesis statement for every speeches. There was marked completed 3 thesis improvement in the quality of thesis
plagiarism and gender and cultural stereotyping.  speaking and covered plagiarism in both written and oral communication. Students were evaluated on these items during oral critiques of their speeches.  Fashion a clear and concise thesis statement.  All speeches and speech outlines were required to have a clear, concise thesis. Additionally, students completed 3 thesis improvement in the quality of thesis
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these items during oral critiques of their speeches.  Fashion a clear and concise thesis statement.  All speeches and speech outlines were required to have a clear, concise thesis.  Additionally, students completed 3 thesis improvement in the quality of thesis
Critiques of their speeches.  Fashion a clear and concise thesis statement.  All speeches and speech outlines were required to have a clear, concise thesis.  Additionally, students completed 3 thesis improvement in the quality of thesis
Fashion a clear and concise thesis statement.  All speeches and speech outlines were required to have a clear, concise thesis.  Additionally, students completed 3 thesis improvement in the quality of thesis.
statement.  outlines were required to have a clear, concise thesis. Additionally, students completed 3 thesis improvement in the quality of thesis thesis statements.  thesis statements.  thesis statements.
have a clear, concise thesis. Additionally, students completed 3 thesis improvement in the quality of thesis
Additionally, students every speeches. There was marked completed 3 thesis improvement in the quality of thesis
completed 3 thesis improvement in the quality of thesis
1
exercises in groups over statements over the course of the
the year. year.
Identify and use compelling, Students were asked to All students used scholarly sources to Show a taped example of a
credible evidence and anticipate give a policy speech in support their claims in the enactment of a public debate to sh
audience support of, or opposition which evidence was the argumentative speech and the 2 them how to incorporate evidence
to, evidentiary claims. key factor. They also person debate. Only one person did
learned how to evaluate not meet the required number of
and respond to evidence of sources.
oppositional arguments in Students struggled to produce
both the 2 person debate evidence in the re-enactment of the
and the re-enactment of a public debate. In this class, about
public debate. 50% of students used evidence to
support their claims. Many, however,
did not use this evidence in a
compelling or persuasive way.
Identify and evaluate lines of In addition to reading and Almost all the students in this Need to spend more time on
reasoning (both logical and an in-class lectures, particular class failed the quiz. Even lesson, showing examples
fallacious), and types of proofs   students wrote about the though they were told there would be editorials. Need to emphasize
and appeals. construction of arguments a quiz, many chose not to take notes importance of taking notes (not of
in each of their writing during the lecture and the for this assignment, but m
assignments. They also demonstration of examples. generally as well.
took a quiz on logical Although they indicated that they
fallacies. understood the concept and the
example, the grades on the quiz
averaged 22 points out of 50 points.

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Adapt arguments to various	Students presented four	Over the course of the semester	The persuasive speaking assignment
audiences and occasions.	different speeches asking	students were able to articulate the	and the debate dealt with very
	them to address different	audience, exigence, and constraints	similar topics/audiences. Vary these
	audiences, exigencies, and	for each of their speeches.	assignments.
	purposes. The first		
	speaking assignmenta		
	press conference speech		
	asked them to solely		
	consider audience and		
	exigence.		
Demonstrate facility in multiple	Students presented an	All students presented and passed	
genres/ modes of public discourse,	informational speech, a	each speech.	
organizing material in a manner	persuasive policy speech,	_	
appropriate to the speech	an analytical speech, and a		
genre/mode.	debate.		
Create a speech outline that	Students submitted a	About 85% were completed correctly.	Require a formal outline for the
categorizes and subordinates ideas	formal outline for the	Students in this class averaged a B on	debate as well. Spend more time in
to produce a clear, appropriate	persuasive speech, a	their position papers.	class looking at student examples of
organizational pattern.	manuscript for the press	• • •	outlines.
	conference speech, a		
	position paper for the re-		
	enactment of a public		
	debate, and a peer critique		
	for the debate.		
Properly cite a variety of sources.	All outlines/position papers	By the end of the course, most of the	
	had to be accompanied by	students used attributive tags	
	a bibliography in correct	seamlessly in their work.	
	MLA or APA format.		
	Students were required to		
	use "attributive tags" in		
	their speeches to cite the		
	sources they employed in		
	their speeches.		
Adjust voice appropriately to	Delivery was evaluated on	Each student improved over the	Stress delivery in the final speech.
audience, room and material.	all speeches.	course of the semester.	
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Demonstrate appropriate vocal variety (e.g., pitch, rate, volume) while controlling speech anxiety.	Delivery was evaluated on all speeches. Students also engaged in several in class exercises where they practiced these skills.	Each student improved over the course of the semester. In many of their self reports at the end of the year, students reported that they were more comfortable with their ability to deliver a speech effectively.	<u> </u>
Demonstrate fluency when delivering speech from notes or outline.	All speech outlines and notes were checked. Students were graded on their extemperaneous and impromptu speaking.	This class more than the others refused to work on extemperanous and impromptu speaking. Despite my instructions, five of them wrote out their last two speeches, earning them a C- on the assignment.	Provide them more in-class video examples of differences between extemperaneous and impromptu speaking.
Use nonverbal cues to enhance the speech rather than detract from it.	This was a criteria on each speech evaluation form.	Each student improved over the course of the year.	More video examples.
Use visual aids (e.g., multimedia) effectively.	Students were graded in the final speech on the effectiveness and use of visual aids.	Students in this class produced workable visual aids. Well constructed, they integrated the visual aid into their speech better than the other two classes.	use visual aids in their persuasive policy speech rather than in the final

Additional evidence that the general core learning outcomes are being met: At the end of the semester, students are asked to write a reflection memo--a self report that asks students to consider how their skills have changed over the course of the semester. In this class, all but 1 student claimed that they felt more comfortable delivering a speech. 80% of them, however, also reported that they had learned that delivery was secondary to learning how to structure a speech given the rhetorical situation.

#### UNIVERSITY OF SAN FRANCISCO

Core Area: Public Speaking

Spring 2007

(1)	(2)	(2)	(4)
(1) Student Learning Outcomes	Measurement of Evidence	(3) Summary Results	Assessment Informed Improvements
Understand the importance of oral argument in citizenship and public decision-making.	3 out of 4 of the public speaking assignments asked students to make speeches about issues of human rights and/or the state of democracy. Students were asked in the final semester to focus all their work on what it means for individuals to gain a voice in public, especially when that voice had been silenced, misrecognized, or ignored in the past.	All students passed these assignments with a grade of C- or better. 14/16 students passed with a grade of B- or higher.  Students in this class also demonstrated in their final reports that they were pleased that the public speaking assignments dealt with "real issues" versus speeches without real life import or implication.	Improvements
Understand key concepts from the tradition of rhetoric and use these concepts to assess both their own speaking and that of others.	Paper #1 asked students to assess the rhetorical situation and the use of ethos, pathos and logos in a speech. They then had to use these rhetorical tools to construct a press conference speech. As well, students learned about argumentative structures and fallacies and applied these in a series of debates that required students to critique, resituation, and evaluate the arguments of their peers	13/16 students passed the first paper with a grade of B- or higher. All passed with a grade of C- or higher.  12/16 students received a grade of B- or higher on the first speech. All passed the speech with a grade of C- or higher.	Students reported some confusion about the concept of the rhetorical situation. I need to spend more time on this concept and simplify the wording of the assignment itself.

Identify and evaluate ethical issues	We read extensively about	In this class, only about 60% of	Provide more in-class examples
in public address, including plagiarism and gender and cultural	issues of ethics in public speaking and covered	students cited sources correctly during their speeches. Almost all,	about when/how to cite sources in speeches.
stereotyping.	plagiarism in both written	however, cited sources correctly on	speeches.
stereotyping.	and oral communication.	outlines, position papers, and written	
	Students were evaluated on	work.	
	these items during oral	WOIK.	
	critiques of their speeches.		
Fashion a clear and concise thesis	All speeches and speech	Because so much emphasis was	Provide more student examples of
statement.	outlines were required to	placed on thesis statements, all	thesis statements.
	have a clear, concise thesis.	students had a thesis statement for	
	Additionally, students	every speeches. There was marked	
	completed 3 thesis	improvement in the quality of thesis	
	exercises in groups over	statements over the course of the	
	the year.	year.	
Identify and use compelling,	Students were asked to	All students used scholarly sources to	Show a taped example of a re-
credible evidence and anticipate	give a policy speech in	support their claims in the	enactment of a public debate to show
audience support of, or opposition	which evidence was the	argumentative speech and the 2	them how to incorporate evidence.
to, evidentiary claims.	key factor. They also	person debate. Only two people did	
	learned how to evaluate	not meet the required number of	
	and respond to evidence of	sources.	
	oppositional arguments in	Students struggled to produce	
	both the 2 person debate	evidence in the re-enactment of the	
	and the re-enactment of a public debate.	public debate. In this class, about 60% of students used evidence to	
	public debate.	support their claims. This class was	
		more successful in this than the other	
		two classes.	
Identify and evaluate lines of	In addition to reading and	This class scored the highest of all	Need to spend more time on this
reasoning (both logical and	an in-class lectures,	classes on the fallacies quiz. They	lesson, showing examples in
fallacious), and types of proofs	students wrote about the	averaged 39/50 points.	editorials. Need to emphasize the
and appeals.	construction of arguments		importance of taking notes (not only
	in each of their writing		for this assignment, but more
	assignments. They also		generally as well.
	took a quiz on logical		
	fallacies.		
Adapt arguments to various	Students presented four	Over the course of the semester	The persuasive speaking assignment
audiences and occasions.	different speeches asking	students were able to articulate the	and the debate dealt with very
	them to address different	audience, exigence, and constraints	similar topics/audiences. Vary these

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	audiences, exigencies, and purposes. The first speaking assignmenta press conference speech-asked them to solely consider audience and exigence.	for each of their speeches.	assignments.
Demonstrate facility in multiple	Students presented an	All students presented and passed	
genres/ modes of public discourse,	informational speech, a	each speech.	
organizing material in a manner	persuasive policy speech,	•	
appropriate to the speech	an analytical speech, and a		
genre/mode.	debate.		
Create a speech outline that	Students submitted a	About 90% were completed correctly.	Require a formal outline for the
categorizes and subordinates ideas	formal outline for the	Students in this class averaged a B+	debate as well. Spend more time in
to produce a clear, appropriate	persuasive speech, a	on their position papers.	class looking at student examples of
organizational pattern.	manuscript for the press		outlines.
	conference speech, a		
	position paper for the re-		
	enactment of a public		
	debate, and a peer critique		
	for the debate.		
Properly cite a variety of sources.	All outlines/position papers had to be accompanied by a bibliography in correct MLA or APA format. Students were required to use "attributive tags" in their speeches to cite the sources they employed in their speeches.	By the end of the course, almost all of the students used attributive tags seamlessly in their work.	
Adjust voice appropriately to audience, room and material.	Delivery was evaluated on all speeches.	Each student improved over the course of the semester.	Stress delivery in the final speech.
Demonstrate appropriate vocal	Delivery was evaluated on	Each student improved over the	Do more peer critique of delivery
variety (e.g., pitch, rate, volume)	all speeches. Students also	course of the semester. In many of	issues in class (in-class exercises).
while controlling speech anxiety.	engaged in several in class	their self reports at the end of the	
	exercises where they	year, students reported that they were	
	practiced these skills.	more comfortable with their ability to	
		deliver a speech effectively.	

Demonstrate fluency when	All speech outlines and	This class was more successful in this	Provide them more in-class video
delivering speech from notes or	notes were checked.	endeavor than the other two classes.	examples of differences between
outline.	Students were graded on	By the end of the semester, all	extemperaneous and impromptu
	their extemperaneous and	students were performing without	speaking.
	impromptu speaking.	scripts and working off of notecards	
		with phrases only.	
Use nonverbal cues to enhance the	This was a criteria on each	Each student improved over the	More video examples.
speech rather than detract from it.	speech evaluation form.	course of the year.	
Use visual aids (e.g., multimedia)	Students were graded in	Students in this class produced	Switch the assignment: Ask them to
effectively.	the final speech on the	*	use visual aids in their persuasive
	effectiveness and use of	1	policy speech rather than in the final
	visual aids.		public argument.

Additional evidence that the general core learning outcomes are being met: At the end of the semester, students are asked to write a reflection memo--a self report that asks students to consider how their skills have changed over the course of the semester. In this class, all students claimed that they felt more comfortable delivering a speech. 95% of them also reported that they had learned that delivery was secondary to learning how to structure a speech given the rhetorical situation. Several in this class stated that they appreciated the types of assignments, citing that their friends in other courses had to give a speech on "the history of perfume" or "their family background." One student wrote that she felt the types of speeches we did in class gave her more confidence that in the future she would be able to craft and deliver a strong speech in a real world context.

#### UNIVERSITY OF SAN FRANCISCO

Core Area: Public Speaking

Spring 2007

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Understand the importance of oral argument in citizenship and public decision-making.	Readings, oral and written assignments examine and argue topics in civic life. 130: students analyze 6 essays on history of citizen action in San Francisco to choose research topic and develop oral and written research argument of fact; students develop case study on art and culture topic in San Francisco and assess results in written argument	130: 88% of case study arguments and 90% of oral and written research argument connected personal values and experience to historical research on effective citizen action	
	131: 4 oral and written arguments assess the responsibilities of individuals in public life, including citizen action in the environment; values in visual rhetoric; issues in developing cultures; and problems in public policy (student choice).	131: 91% of final essays and 95% of policy speeches successfully (above B-) connected personal involvement and action to topic argued	
Understand key concepts from the tradition of rhetoric and use these concepts to assess both their own speaking and that of others.	130: Students apply rhetorical concepts of audience and intention to class reading (essay #1); ethos, pathos, logos as	130: At end of term, 90% of students able to use rhetorical concepts to analyze readings and organize ideas in essays and speeches Oral and written audience comments	131: lower rate of success in 1st essay reflects introduction of unfamiliar deductive argument form

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	evidence in oral and written research argument.	after viewing speech video and peer speeches indicate clearer	
	Students analyze 1 speech	understanding of organization and	
	video by a public figure	evidence in persuasion.	
	and assess peer speeches in	1	
	written responses to a		
	directed critique.		
	1		
	131: Adding to the above	131: in 1st essay, 67% able	
	concepts, students develop	successfully (over B-) to form	
	analysis in a deductive	deductive argument and use advanced	
	argument by applying	argumentation techniques; 1st speech,	
	standard analytical	70% over B-; 2nd essay, 91% over B-	
	questions and identifying	; 2nd speech, 95% over B-	
	fallacies in a textual analysis of a speech by	Oral and written audience comments	
	Rachel Carson, an oral	after viewing speech videos and peer speeches indicate clearer	
	analysis of ethics in visual	understanding of organization,	
	rhetoric, an extended	evidence, exigence, and motivational	
	researched essay on	appeals in persuasion.	
	religion, economics, and	appears in persuasion.	
	education in a developing		
	culture, as well as the		
	standard argumentation		
	sequence for a policy		
	speech. Students analyze 2		
	speech videos by public		
	figures and assess peer		
	speeches in written		
	responses to a directed		
	critique.		
	100/101 0 1	120 0004 5 14	
Identify and evaluate ethical issues	130/131: Students write	130: 88% of written arguments and	
in public address, including	questions about readings	90% of oral and written research	
plagiarism and gender and cultural stereotyping.	on public issues that generate class discussion	argument successfully (over B-) connected language to ethical issues	
stereotyping.	about values and language.	including gender and cultural	
	130: summary/response	assumptions; 85% of research essays	
	150. Summary/response	assumptions, 05/0 of research essays	

	argument, written case study, and research argument examine and evaluate role of values, culture, and gender in language about public issues; written research argument and speech outlines require citation and documentation of all sources	and speech outlines able to successfully (over B-) use documentation and in-text citation.	
	131: oral argument of value 1) develops standards to assess ethical issues in visual rhetoric; 2) applies standards to specific instance; and 3) claims social consequence. Extended researched essay on culture in a developing country identifies issues (e.g., poverty, gender, education, religion, privacy) and argues social consequence; oral policy argument researches issue (e.g., immigration reform, affordable housing) and proposes solution.	131: 70% of value arguments, 91% of extended researched essay, and 95% of policy arguments over B-90% of final essays and speech outlines correctly documented sources; all essays and speeches addressed some aspect of ethical and cultural values, including analysis of the language that describes those values (e.g., what is immigration "reform;" what gender expectations are assumed in developing countries; what strategies does Carson employ to persuade an audience about pesticides).	
Fashion a clear and concise thesis statement.	130: 1st essay requires students to use a first draft to discover claims, to revise draft to support claim, and to establish exigence by indicating their personal connection to claim; written critiques	130: 100% of final essays and speeches established exigence and were organized to support an arguable claim; 90% had a central argument; 70% had a coherent set of subarguments.	

	by peers direct revision for audience. 1st speech outline requires topical arrangement of evidence and clear transitions; practice required for revision; peers critique organization in performance. All subsequent assignments require exigence, claims, and coherence.		
	131: students develop 4 deductive claims which control and limit subarguments and arrange proof inductively to support argument terms	131: At end of term, all essays and speeches establish exigence and are governed by an arguable deductive claim; 85% successful (over B-) in developing a coherent set of subarguments with inductively argued proof.	
Identify and use compelling, credible evidence and anticipate audience support of, or opposition to, evidentiary claims.	written notes on each reading and a 900 word documented summary of evidence for all written arguments. Each paper and speech requires use of ethos, pathos, and logos proofs organized to gain audience support. Written peer critiques require students to assess effectiveness of evidence in essays and speeches.	130: At the end of the term, 85% of students use compelling and credible evidence to support their claim; 80% shape to audience support.	
	131: Each essay and speech requires raising and responding to a real	use credible and sufficient evidence to	

	opposition (researched and/or personal interview); each speech requires use of specific motivational appeals in introduction, argument, and conclusion to connect persuasion to audience. Students assess peer speeches in written responses to a directed critique.		
Identify and evaluate lines of reasoning (both logical and fallacious), and types of proofs and appeals.	130: In 6 readings, students identify types of proof; summary/response argument, case study, and oral/written research argument require use of all types of proof.  131: written analysis and class discussion of appeals and fallacies required for all assigned readings; analysis of reasoning in research required in oral and written arguments; peer critiques of speeches analyze appeals and reasoning	130: in written questions, 85% of students able to identify types of proof in readings; 90% successfully (over B-) use all proofs to organize research speech, and 80% in final essay.  131: 91% successfully (over B-) completed written analysis	
Adapt arguments to various audiences and occasions.	Each assignment shaped to different rhetorical situation: 130: written summary/response argument includes analysis of reading using personal experience; case study of	130: 90% successful (over B-) in summary/response argument; 88% in case study; 90% in research speech; and 80% in research essay.	

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	art/cultural site in San Francisco (field study and technical report); researched academic argument on civic history of San Francisco with citation and documentation (speech and essay)  131: textual analysis of speech by Rachel Carson (argument on civic issue); speech of value analyzing visual rhetoric (ethical argument); written analysis of public issue (academic and professional argument); policy speech on public issue (professional and academic argument).	131: 67% successful (over B-) in developing textual analysis; 70% successful in developing and delivering argument of value; 85% successful in written analysis of public issue; 95% successful in developing and delivering policy argument.	
Demonstrate facility in multiple genres/ modes of public discourse, organizing material in a manner appropriate to the speech genre/mode.	130: requires written summary of reading and analysis using personal experience; case study of art/cultural site (summary of reading, field study report, and analysis); researched academic argument on civic history of San Francisco with citation and documentation (speech with documented formal and speaking outlines, and essay)  131: analysis of speech by	130: 90% successful (over B-) in responding to reading with personal experience; 88% to case study; 90% to research speech; and 80% to research essay.	130: difference in success between oral and written research argument requires more attention to research writing
	Rachel Carson (deductive	responding to textual analysis; 70%	

	argument); argument of value analyzing visual rhetoric (outlines, speech using multiple visual aids); researched written analysis of public issue argued in professional essay; oral argument on public issue based on research and using visual aids.	successful in developing and delivering argument of value; 85% successful in written analysis of public issue; 90% successful in developing and delivering policy argument.	
Create a speech outline that categorizes and subordinates ideas to produce a clear, appropriate organizational pattern.	130: 8-10 minute research presentation requires development of formal, documented outline and 150 wd speaking outline  131: 7 minute argument of value and 9-11 minute policy argument requires development of formal, documented outline and 150 wd speaking outline	130: 90% of informational speech grades over B Self-evaluations report a value both in using an outline to shape evidence and in understanding of other student speeches.  131: 85% successful (over B-) in developing formal documented and speaking outlines for deductive argument of value, and 95% for longer deductive policy argument	
Properly cite a variety of sources.	130: research essay and speech require students to attend library session on research methods and assessing the credibility of sources; to identify a substantive research question through an initial survey of evidence; to locate and assess credible evidence in support of claim; to integrate and credential sources used in oral and written argument; and to use MLA	130: 75% of students achieved grades of B- or better in research essay and speech in which integration and documentation of sources had to be substantially correct.	

	documentation		
	131: all essays and speeches require citation, credentialing, and documentation of sources; argument of value, extended essay analysis, and argument of policy require independent research and appropriate documentation.	131: 95% of final researched essays and speech outlines correctly integrated, cited, credentialed, and documented sources	
Adjust voice appropriately to audience, room and material.	130: students required to practice with instructor and	130: with voice as one criterion, 88% of grades over B-	
audience, room and material.	assess voice on peer critique form	86% Of grades over B-	
	131: students required to practice with instructor (2 speeches) and assess voice on peer critique form	131: at end of term, all students proficient in voice adjustment	
Demonstrate appropriate vocal variety (e.g., pitch, rate, volume) while controlling speech anxiety.	130: students required to practice with instructor	130: 88% of grades over B-	
6-F	131: students required to practice with instructor (2 speeches)	131: at end of term, all students appear confident in delivery; 95% control vocal variety without dropping pattern	
Demonstrate fluency when delivering speech from notes or outline.	131: speaking outline limited to 150 words; 3 minute impromptu speech required	131: 95% able to speak fluently for 11 minutes using only brief notes and without memorization	

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Use nonverbal cues to enhance the	130: students required to	130: with non-verbal cues as one	
speech rather than detract from it.	practice with instructor and	criterion, 80% of grades over B-	
	assess peers on critique		
	form		
	131: students required to	131: 95% of students display	
	practice with instructor (2	confidence while speaking, using	
	speeches)	gestures and manipulating visual	
		technology as appropriate	
Use visual aids (e.g., multimedia)	130: research speech		
effectively.	requires use of computer		
	assisted visuals; students	research speech; 90% use multiple	
	attend CIT session to	computer-assisted visuals; 85% of	
	review basic and advanced	students use visuals effectively (over	
	PowerPoint methods,	B-)	
	including graphics		
	131: students attend secont	131: 95% of students use multiple	
	CIT session on using	_	
	computer assisted graphics	•	
	in visual rhetoric, and then		
	use computer assisted	effectively analyze visual rhetoric in	
	graphics in policy and	documentary (over B-).	
	value arguments; first	documentary (over B).	
	speech analyzes visual		
	rhetoric in documentary		
	The Corporation and use		
	visual analysis, supported		
	by graphics in speech		
	by graphics in speech		

Additional evidence that the general core learning outcomes are being met:

#### UNIVERSITY OF SAN FRANCISCO

Core Area: Public Speaking

Spring 2007

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Understand the importance of oral argument in citizenship and public decision-making.	Speech #2 required students to argue to implement a public policy in Education.	All students completed the assignment. The average grade was a B	Future improvements would include more modeling of policy speeches, both filmed and in print.
Understand key concepts from the tradition of rhetoric and use these concepts to assess both their own speaking and that of others.	Students assessed rhetorical components in published speeches and in peer speeches.	All students participated in peer evaluations. Evaluations improved and became more specific as they gained more experience.	
Identify and evaluate ethical issues in public address, including plagiarism and gender and cultural stereotyping.	All assignments required correct citation and documentation. Gender and cultural stereotyping were components of policy arguments and educational philosophy research	All students complete assignements that required comprehension of the effects of stereotyping on instruction and assessment in Education. Final papers were uploaded on TURNITIN. All students me the requirements of documenting correctly.	
Fashion a clear and concise thesis statement.	All speeches and essay assignments required clear thesis statements. Students were also required to identify theses in published speeches and essays.	Most of the students were able to formulate a clear and concise thesis, and to identify thesis statements in other essays.	More in-class workshops on thesis statements and topic sentences.
Identify and use compelling, credible evidence and anticipate audience support of, or opposition to, evidentiary claims.	Research was required for Educational policy and Educational philosophy papers and speeches. Concession to counter arguments was also covered.	100% of the students were able to meet this requirement adequately.	

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Identify and evaluate lines of	Students were required to	More work could be done on this.	Require more integration in student
reasoning (both logical and	identify logical and	Students seemed to understand the	papers of lines of reasoning.
	fallacious arguments and	assignment while we were working in	
and appeals.	types of proofs and appeals	class but may not have internalized	
	in analyzing speeches	the information afterwards.	
Adapt arguments to various	Four speeches were given	100% of the students were able to do	
audiences and occasions.	for different purposes. All	this adequately.	
	were within an Educational		
	context except the last		
	which was a for a general		
	audience.		
	Four speeches included		
genres/ modes of public discourse,	informational (teaching		
organizing material in a manner	demonstration) analytical,		
appropriate to the speech	policy and commencement.		
genre/mode.			
- · · · · · · · · · · · · · · · · · · ·	Formal and speaking		
categorizes and subordinates ideas	outlines were required for		
to produce a clear, appropriate	all speeches.		
organizational pattern.			
Properly cite a variety of sources.	Students cited sourcse from		
Transfer in the state of the st	both in-class materials and		
	from their own research		
	from different types of		
	sources.		
Adjust voice appropriately to	Students were graded on		
audience, room and material.	performance as well as		
	content of speeches.		
Demonstrate appropriate vocal	Students were graded on		
variety (e.g., pitch, rate, volume)	performance as well as		
while controlling speech anxiety.	content of speeches.		
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Demonstrate fluency when	see above		
delivering speech from notes or	See above		
outline.			
outine.			

Use nonverbal cues to enhance the speech rather than detract from it.	see above	
Use visual aids (e.g., multimedia) effectively.	Speech 2 required visual aids using power point to inform the audience of their topic. Speech 3 required overhead projections to illustrate analyses.	

Additional evidence that the general core learning outcomes are being met:

#### UNIVERSITY OF SAN FRANCISCO

Core Area: Public Speaking

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Understand the importance of oral argument in citizenship and public decision-making.	Discussion on Rhetoric as the foundation of Democracy and application to modern civic ethics – test items	Students generally find motivation by exploring this link. Test items show excellent understanding.	Lengthier discussion spread over the course of the semester.
Understand key concepts from the tradition of rhetoric and use these concepts to assess both their own speaking and that of others.	Lecture on Rhetorical history and theory. Test items. Students critique other student presentations.	Test items with generally strong correct results.	Better test items.
Identify and evaluate ethical issues in public address, including plagiarism and gender and cultural stereotyping.	Lecture, discussion, and test items. E.g. ethnocentrism, the ethics of pathos appeals, language intensity.	Students avoid speech content that is of questionable ethics.	No changes.
Fashion a clear and concise thesis statement.	Students are required to bring in a introduction to a presentation with a thesis included.	Consistently helps students shore up their direction and content.	Examples incorporated into assignment sheets.
Identify and use compelling, credible evidence and anticipate audience support of, or opposition to, evidentiary claims.	Students are required to have 4 cited sources per presentation, along with an audience analysis and corresponding written analysis of the anticipated audience.	Students develop a conscientious approach to speaking through group discussion.	Critique of the claims of the film An Inconvenient Truth.
Identify and evaluate lines of reasoning (both logical and fallacious), and types of proofs and appeals.	Lecture and test items identifying reasoning types.	Students are generally good at identifying fallacies and other types of argument when give time to analyze text.	Discussed fallacies in relation to current events.

Adapt arguments to various audiences and occasions.	Audience analysis summary written by each student.	Analyses illustrate detailed thought process prior to speaking related to audience tailoring.	More group work to leverage demographic and situation characteristics of audience.
Demonstrate facility in multiple genres/ modes of public discourse, organizing material in a manner appropriate to the speech genre/mode.	Students complete 4 individual speeches, each in a different genre. Organization (narrative, persuasive) is based upon genre.	New lecture material on STEs.	New assignment: STE speech to entertain.
Create a speech outline that categorizes and subordinates ideas to produce a clear, appropriate organizational pattern.	Outlines graded.	No changes.	No changes.
Properly cite a variety of sources.	Each student is required to cite each of their sources once.	Graded real time.	No changes.
Adjust voice appropriately to audience, room and material.	Observe students ability and give feedback sheet.	Students improve little by little during the semester.	Asked students to transfer professor's comments from assignment to assignment.
Demonstrate appropriate vocal variety (e.g., pitch, rate, volume) while controlling speech anxiety.	Observe students ability and give feedback sheet.	Students improve little by little during the semester.	No changes.
Demonstrate fluency when delivering speech from notes or outline.	Observe students ability and give feedback sheet.	Students improve little by little during the semester.	No changes.
Use nonverbal cues to enhance the speech rather than detract from it.	Observe students ability and give feedback sheet.	Students improve little by little during the semester.	No changes.
Use visual aids (e.g., multimedia) effectively.	Students are required to present a visual with PPT. with defined criteria.	Level of PPT proficiency has been raising year to year.	Critiqued past visuals used by students.

Additional evidence that the general core learning outcomes are being met:0verall, students of public speaking can be expected to produce better presentations with better research. In fact, my criteria for evaluation in all measures needs to be stricter. With the increased proficiency of internet use for research and MSPPT for visuals, I now expect much better content and visuals. The areas of improvement I focus on more now are less content oriented, and more on developing stage presence physically and offering mature points of view on the research that is offered.

#### UNIVERSITY OF SAN FRANCISCO

Core Area: Public Speaking

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Understand the importance of oral argument in citizenship and public decision-making.	Discussion on Rhetoric as the foundation of Democracy and application to modern civic ethics – test items	Students generally find motivation by exploring this link. Test items show excellent understanding.	Lengthier discussion spread over the course of the semester.
Understand key concepts from the tradition of rhetoric and use these concepts to assess both their own speaking and that of others.	Lecture on Rhetorical history and theory. Test items. Students critique other student presentations.	Test items with generally strong correct results.	Better test items.
Identify and evaluate ethical issues in public address, including plagiarism and gender and cultural stereotyping.	Lecture, discussion, and test items. E.g. ethnocentrism, the ethics of pathos appeals, language intensity.	Students avoid speech content that is of questionable ethics.	No changes.
Fashion a clear and concise thesis statement.	Students are required to bring in a introduction to a presentation with a thesis included.	Consistently helps students shore up their direction and content.	Examples incorporated into assignment sheets.
Identify and use compelling, credible evidence and anticipate audience support of, or opposition to, evidentiary claims.	Students are required to have 4 cited sources per presentation, along with an audience analysis and corresponding written analysis of the anticipated audience.	Students develop a conscientious approach to speaking through group discussion.	Critique of the claims of the film An Inconvenient Truth.
Identify and evaluate lines of reasoning (both logical and fallacious), and types of proofs and appeals.	Lecture and test items identifying reasoning types.	Students are generally good at identifying fallacies and other types of argument when give time to analyze text.	Discussed fallacies in relation to current events.

Adapt arguments to various audiences and occasions.	Audience analysis summary written by each student.	Analyses illustrate detailed thought process prior to speaking related to audience tailoring.	More group work to leverage demographic and situation characteristics of audience.
Demonstrate facility in multiple genres/ modes of public discourse, organizing material in a manner appropriate to the speech genre/mode.	Students complete 4 individual speeches, each in a different genre. Organization (narrative, persuasive) is based upon genre.	New lecture material on STEs.	New assignment: STE speech to entertain.
Create a speech outline that categorizes and subordinates ideas to produce a clear, appropriate organizational pattern.	Outlines graded.	No changes.	No changes.
Properly cite a variety of sources.	Each student is required to cite each of their sources once.	Graded real time.	No changes.
Adjust voice appropriately to audience, room and material.	Observe students ability and give feedback sheet.	Students improve little by little during the semester.	Asked students to transfer professor's comments from assignment to assignment.
Demonstrate appropriate vocal variety (e.g., pitch, rate, volume) while controlling speech anxiety.	Observe students ability and give feedback sheet.	Students improve little by little during the semester.	No changes.
Demonstrate fluency when delivering speech from notes or outline.	Observe students ability and give feedback sheet.	Students improve little by little during the semester.	No changes.
Use nonverbal cues to enhance the speech rather than detract from it.	Observe students ability and give feedback sheet.	Students improve little by little during the semester.	No changes.
Use visual aids (e.g., multimedia) effectively.	Students are required to present a visual with PPT. with defined criteria.	Level of PPT proficiency has been raising year to year.	Critiqued past visuals used by students.

Additional evidence that the general core learning outcomes are being met:0verall, students of public speaking can be expected to produce better presentations with better research. In fact, my criteria for evaluation in all measures needs to be stricter. With the increased proficiency of internet use for research and MSPPT for visuals, I now expect much better content and visuals. The areas of improvement I focus on more now are less content oriented, and more on developing stage presence physically and offering mature points of view on the research that is offered.

#### UNIVERSITY OF SAN FRANCISCO

Core Area: Public Speaking

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Understand the importance of oral argument in citizenship and public decision-making.	Hard to assessQuality of discussions, quality of topic selection-	Students picked some strong informative and persuasive topics allowing for educational discussion after the speeches. To quote a student from her self-analysis paper "As a nursing student, I now see the value of having strong speaking skills when I have to address an entire family and inform them about their loved one's condition, good or bad."	Spend more time discussing current events and more time on the question and answer period after speeches.
Understand key concepts from the tradition of rhetoric and use these concepts to assess both their own speaking and that of others.	Midterm Final Critiques Self-analysis paper	The quality of student critiques improved as the semester progressed; students used more of the terminolly when assessing student speeches. 15 out of 20 students earned an A on the paper that required the use of concepts.	Use more vocabulary from the text during lectures. Include more sample critiques.
Identify and evaluate ethical issues in public address, including plagiarism and gender and cultural stereotyping.	Topic selection (are they sensitive to their audience) Midterm Final Speech construction Question and answer sessions after speeches	The question and answer periods after speeches demonstrated this outcome perfectly. For example, a student gave a persuasive speech trying to get students to stop using the expression "that's so gay" The discussion after was intense! Many students will now try to stop themselves from the habit of using that expression.	Bring up even more current events during each class and discuss their ethical implications.
Fashion a clear and concise thesis statement.	Outlines Speeches Midterm, Final	Overall grades reflected the success of this learning outcome: 9 A, 10 B	More sample outlines showing proper thesis statements

Identify and use compelling, credible evidence and anticipate audience support of, or opposition to, evidentiary claims.	Informative speech persuasive speech entertainment speech critiques	I focus mostly on the persuasive speech for this outcome where there were 4 A range grades, 12 B range grades and only 3 C range grades.	An in class debate should help illustrate the need for frequent and solid evidence.
Identify and evaluate lines of reasoning (both logical and fallacious), and types of proofs and appeals.	Persuasive speech Midterm Final	Because 16 out of 19 students received A or B range grades, I would say this was met. 10 students got A range grades on the final, the remaining 9 got B range grades	Show more sample persuasive speeches, and provide a sample persuasive speech outline. Spend more time on fallacies.
Adapt arguments to various audiences and occasions.	Speech to inform speech to persuade speech to entertain my life changed speech (to assess occasion) As for audiences, this is hard to assess with only one audience!	1 of my students had the opportunity to perform for a larger audience at the USF Public Speaking Showcase where she had to change her visual aids to work for a larger audience. She performed extremely well.	For occasions, I could spend more time discussing potential occasions they could come across and have them do more impromptu speeches.
Demonstrate facility in multiple genres/ modes of public discourse, organizing material in a manner appropriate to the speech genre/mode.	My life changed speech informative speech persuasive speech entertainment speech impromptu speech speech of introduction	The last speech, the speech to entertain, generated the most A range grades (9 out of 19). That showed how much the students improved.	More impromptu speeches, with different speech goals.
Create a speech outline that categorizes and subordinates ideas to produce a clear, appropriate organizational pattern.	Four graded speech outlines Midterm	Just about every student received an A or B range grade on each of their outlines.	Provide a sample outline for each type of speech, Currently, I only provide one for 2 of them.
Properly cite a variety of sources.	Informative speech Persuasive speech Entertainments speech	Most of the students used and cited the required amount of sources. Those who did not I am assuming were simply lazy!	I will try to bring in more students from past semesters to demonstrate their speeches to illustrate this to students.
Adjust voice appropriately to audience, room and material.	Speech of introduction My life changed speech informative speech persuasive speech entertainment speech impromptu speech	Very easy to do in our small classroom! This was easily mastered	

Demonstrate appropriate vocal	The same 6 above	9 A range grades on the last speech,	More impromptu speeches should
variety (e.g., pitch, rate, volume)	mentioned speeches	the entertainment speech. 6 B range	help students increase their
while controlling speech anxiety.		grades on that same speech. This	confidence.
		illustrated that they met this outcome	
		as they felt most comfortable at the	
		end of the semester. The only reason	
		there were 4 C range grades was due	
		to not meeting the minimum time	
		requirement. I was very pleased with	
		this outcome.	
Demonstrate fluency when	My life changed speech	Students got more comfortable as the	Do not allow notecards!
delivering speech from notes or	informative speech	semester progressed and they could	
outline.	persuasive speech	grasp the concept of a "key word	
	entertainment speech	outline" The few students who used	
		full sentence or paragraph outlines	
		read too much	
Use nonverbal cues to enhance the	The same 6 above	Students did best during the	Throw in more nonverbal exercises
speech rather than detract from it.	mentioned speeches	informative speech where they were	such ast the "um game"
		required to use visual aids and were	
		forced to throw in some movement.	
		The amount of vocalized pauses such	
		as "like" definitely decreased over	
		time.	
Use visual aids (e.g., multimedia)	Speech to inform	5 A range grades, 10 B range grades	More encouragement to use visual
effectively.		and 4 C range grades. The main	aids in other speeches.
		problem was with powerpoint and the	A demonstration of ineffective
		temptation to put way too much	powerpoint
		information on their slides forcing	
		reading.	

Additional evidence that the general core learning outcomes are being met:

#### UNIVERSITY OF SAN FRANCISCO

Core Area: Public Speaking

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Understand the importance of oral argument in citizenship and public decision-making.	Students are expected to carefully research, prepare and deliver progressively more challenging individual and group speech asssignments.		Students demonstrated measurable improvement in applying and evaluating critical public speaking skills whether as a performer or as an audience member.
Understand key concepts from the tradition of rhetoric and use these concepts to assess both their own speaking and that of others.	Every student wrote a self-evaluation of the key elements of each of his/her own speeches as well as an evaluation of every speech given by students in the semester.	The evaluations evidenced increasing skill in understanding and applying key rhetorical concepts. Critical feedback/suggestions were presented orally and given in writing to each student to review.	Will coninue to utilize student evaluations as well as instructor critiques. Taping and playback of all persuasive speeches was extremely helpful for individual student skill development
Identify and evaluate ethical issues in public address, including plagiarism and gender and cultural stereotyping.	Emphsized in syllabus and reinforced in class presentations, lectures and discussions, and individual evaluations	Students understood importance of adhering to key guidelines whether as a member of this class or a USF student in other academic stituations	As their speaking skills developed so too did their awareness and application of ethical guidelines. Many achieved a certain degree of unconscious competence in skill application.
Fashion a clear and concise thesis statement.	Its importance and requirement stressed throughout the semester.	Each speech strategy summary required the formulation of a clearly and concisely stated thesis.	Will continue to emphasize the importance of thesis, title, and topic selection

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			in effective public speaking.
Identify and use compelling, credible evidence and anticipate audience support of, or opposition to, evidentiary claims.	Stressed the importance of speaker credibility based on careful, accurate and thorough research.	Students learned to appreciate the importance of citing both supportive as well as contradictory evidence in public speaking.	
Identify and evaluate lines of reasoning (both logical and fallacious), and types of proofs and appeals.	Lectures presented key concepts and students spent time listening/viewing examples of classic speeches	Speaking exercises sharpened individual and group skills whether as an accomplished speaker or a critic in the listening audience.	Will continue to stress importance of logical reasoning for effective public speaking.
Adapt arguments to various audiences and occasions.	Each student delivered informational/definitional,motivational/inspirational,persuasive, and what I describe as personal signature presentations. In addition, teams were required to present persuasive presentations representing opposing viewpoints on a current legal news event and a visual rhetoric presentation relying on pictures and sound elements to successfully move a viewing audience.		Intend to follow the same strategy in future course assignments.
Demonstrate facility in multiple genres/ modes of public discourse, organizing material in a manner appropriate to the speech genre/mode.	Previous exercises enabled instructor to chart and evaluate individual skill development both in researching, writing and delivery of various speech genres		
Create a speech outline that categorizes and subordinates ideas to produce a clear, appropriate organizational pattern.	Students submitted both a strategy outline as well as a presentation outline for every speech. After each presentation, students were able to read and review other students' evaluations of their presentations as well as write an honest and detailed self-evaluation of each speech.		Viewing videotapes helped in evaluations and will be used in future classed

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Properly cite a variety of sources.	See ethical issue section above.		
Adjust voice appropriately to audience, room and material.	Stressed in lectures and practiced in each speech delivery.	Students followed guidelines well.	
Demonstrate appropriate vocal variety (e.g., pitch, rate, volume) while controlling speech anxiety.	Delivery critiqued in each instructor evaluation as well as peer evaluations submitted by all students.		Intend to continue to emphasize importance to future classes.
Demonstrate fluency when delivering speech from notes or outline.	All students demonstrated increasing skill in using and referring to notes/outlines in delivery.	Stressed importance of practice, not read and keying on transitions to facilitate delivery.	
Use nonverbal cues to enhance the speech rather than detract from it.	Developed skills in integrating nonverbal dimension in delivery and be aware of noverbal communication from the audience perspective.		Intend to emphasize in future class lestures, discussions, and speech exercises.
Use visual aids (e.g., multimedia) effectively.	Throughout semester all students were expected to use visual aids, props, etc. whether in individual or group presentations. All teams utilized PowerPoint in their visual rhetoric presentations.		Importance of proper use and effectiveness will be emphasized in future classes

Additional evidence that the general core learning outcomes are being met: At the end of the semester, all students expressed that they had developed an increased confidence and a greater "unconscious competence" in approaching speaking in public.

Public Speaking-0156-103-03 Spring Semester 2007

Instructor: Anthony A. Adams

#### UNIVERSITY OF SAN FRANCISCO

Core Area: Public Speaking

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Understand the importance of oral argument in citizenship and public decision-making.	Students are expected to carefully research, prepare and deliver progressively more challenging individual and group speech asssignments.		Students demonstrated measurable improvement in applying and evaluating critical public speaking skills whether as a performer or as an audience member.
Understand key concepts from the tradition of rhetoric and use these concepts to assess both their own speaking and that of others.	Every student wrote a self-evaluation of the key elements of each of his/her own speeches as well as an evaluation of every speech given by students in the semester.	The evaluations evidenced increasing skill in understanding and applying key rhetorical concepts. Critical feedback/suggestions were presented orally and given in writing to each student to review.	Will coninue to utilize student evaluations as well as instructor critiques. Taping and playback of all persuasive speeches was extremely helpful for individual student skill development
Identify and evaluate ethical issues in public address, including plagiarism and gender and cultural stereotyping.	Emphsized in syllabus and reinforced in class presentations, lectures and discussions, and individual evaluations	Students understood importance of adhering to key guidelines whether as a member of this class or a USF student in other academic stituations	As their speaking skills developed so too did their awareness and application of ethical guidelines. Many achieved a certain degree of unconscious competence in skill application.
Fashion a clear and concise thesis statement.	Its importance and requirement stressed throughout the semester.	Each speech strategy summary required the formulation of a clearly and concisely stated thesis.	Will continue to emphasize the importance of thesis, title, and topic selection

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			in effective public speaking.
Identify and use compelling, credible evidence and anticipate audience support of, or opposition to, evidentiary claims.	Stressed the importance of speaker credibility based on careful, accurate and thorough research.	Students learned to appreciate the importance of citing both supportive as well as contradictory evidence in public speaking.	
Identify and evaluate lines of reasoning (both logical and fallacious), and types of proofs and appeals.	Lectures presented key concepts and students spent time listening/viewing examples of classic speeches	Speaking exercises sharpened individual and group skills whether as an accomplished speaker or a critic in the listening audience.	Will continue to stress importance of logical reasoning for effective public speaking.
Adapt arguments to various audiences and occasions.	Each student delivered informational/definitional,motivational/inspirational,persuasive, and what I describe as personal signature presentations. In addition, teams were required to present persuasive presentations representing opposing viewpoints on a current legal news event and a visual rhetoric presentation relying on pictures and sound elements to successfully move a viewing audience.		Intend to follow the same strategy in future course assignments.
Demonstrate facility in multiple genres/ modes of public discourse, organizing material in a manner appropriate to the speech genre/mode.	Previous exercises enabled instructor to chart and evaluate individual skill development both in researching, writing and delivery of various speech genres		
Create a speech outline that categorizes and subordinates ideas to produce a clear, appropriate organizational pattern.	Students submitted both a strategy outline as well as a presentation outline for every speech. After each presentation, students were able to read and review other students' evaluations of their presentations as well as write an honest and detailed self-evaluation of each speech.		Viewing videotapes helped in evaluations and will be used in future classed

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Properly cite a variety of sources.	See ethical issue section above.		
Adjust voice appropriately to audience, room and material.	Stressed in lectures and practiced in each speech delivery.	Students followed guidelines well.	
Demonstrate appropriate vocal variety (e.g., pitch, rate, volume) while controlling speech anxiety.	Delivery critiqued in each instructor evaluation as well as peer evaluations submitted by all students.		Intend to continue to emphasize importance to future classes.
Demonstrate fluency when delivering speech from notes or outline.	All students demonstrated increasing skill in using and referring to notes/outlines in delivery.	Stressed importance of practice, not read and keying on transitions to facilitate delivery.	
Use nonverbal cues to enhance the speech rather than detract from it.	Developed skills in integrating nonverbal dimension in delivery and be aware of noverbal communication from the audience perspective.		Intend to emphasize in future class lestures, discussions, and speech exercises.
Use visual aids (e.g., multimedia) effectively.	Throughout semester all students were expected to use visual aids, props, etc. whether in individual or group presentations. All teams utilized PowerPoint in their visual rhetoric presentations.		Importance of proper use and effectiveness will be emphasized in future classes

Additional evidence that the general core learning outcomes are being met: At the end of the semester, all students expressed that they had developed an increased confidence and a greater "unconscious competence" in approaching speaking in public.

Public Speaking-0156-103-03 Spring Semester 2007

Instructor: Anthony A. Adams

#### UNIVERSITY OF SAN FRANCISCO

Core Area: Public Speaking

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Understand the importance of oral argument in citizenship and public decision-making.	All 5 "timed speeches are given detailed feedback on a "grade sheet"	All students demonstrated improvement over the course of the semester.	
Understand key concepts from the tradition of rhetoric and use these concepts to assess both their own speaking and that of others.	The language of Rhetoric become second nature in class discussion.		
Identify and evaluate ethical issues in public address, including plagiarism and gender and cultural stereotyping.	Plagiarism discussed early in the semester and students are required to cite (MLA) sources of research.	Students complete feedback forms as part of peer reviews of speeches. Stereotyping included on review.	
Fashion a clear and concise thesis statement.	1 to 1 reviews with instructor.	Thesis statements covered with outlining exercises.	
Identify and use compelling, credible evidence and anticipate audience support of, or opposition to, evidentiary claims.	Students encouraged to "poll" class for attitudes toward speech topics.	Students occasionally will revise speaking strategy based on audience research.	Will broaden this exercise to make learning universal within the class.
Identify and evaluate lines of reasoning (both logical and fallacious), and types of proofs and appeals.	Each student is assigned to "teach" a logical fallacy, including proofs and appeals.	Students take "authorship" for a particular fallacy and become expert in spotting these in peer speeches.	
Adapt arguments to various audiences and occasions.	This is remains hypothetical due to class structure.	I'm not satisfied that all students absorb this topic.	Will seek a more effective strategy to accomplish this.

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Demonstrate facility in multiple genres/ modes of public discourse, organizing material in a manner appropriate to the speech genre/mode.	Speaking assignments expand from story-telling to pursuasion as student skills approve.	Instructor expectation also expands (via "how this speech will be evaluated" to define expectations) in order to keep skills rising.	
Create a speech outline that categorizes and subordinates ideas to produce a clear, appropriate organizational pattern.	Instructor uses two class sessions for 1 to 1 feedback on outllin-ing and organization of ideas.	Students respnd well to direct feedback and take criticism well, leading to improved organization skills.	
Properly cite a variety of sources.	One class constitutes an "MLA Workshop." Early semester class in Gleeson Library provides background.	MLA-style citation included on "How this speech will be evaluted" handout. Only rarely are errors found after speech 3.	
Adjust voice appropriately to audience, room and material.	Topic discussed.	Difficult to evaluate since all speeches are given under identical classroon situations.	Will seak a strategy to better address this Objective.
Demonstrate appropriate vocal variety (e.g., pitch, rate, volume) while controlling speech anxiety.	Brief "live" comments following speeches often touch on these.	Students learn by wathing their peers and add to their overall competance.	
Demonstrate fluency when delivering speech from notes or outline.	See item directly above.		
Use nonverbal cues to enhance the speech rather than detract from it.	Gestures and body language discussed and modeled early in semester. Evaluation of speeches include comment on	Evaluation of speeches includes comment on gestures and other non-verbal issues ("why did you wear that hat?" et al.	
Use visual aids (e.g., multimedia) effectively.	Speech 3 is a specifically visual-aid assignment.	Many students also us visual aids for their pesuasive speeches which adds to their skill-set.	Strategy: need to make more incontext comment on Visual Aids as students perform Speech 3.

Core Curriculum Assessment 015610320

Learning Outcome	Assessment Procedure(s)	Results of Assessment	Action Plans	Observations
Understand the importance of oral argument in citizenship and public decision-making.	Speech 3 and 4 asked students to speak on issues that were relevant to citizenship and public policy.	10 of 10 students were able to achieve 80% or above on the assignments.		These assignments cause students to think in depth about their roles or future roles in society.
Understand key concepts from the tradition of rhetoric and use these concepts to assess both their own speaking and that of others.	Complete 5 rhetorical analyses of speeches using correct rhetorical terms and displaying understanding of those terms. They also gave 5 brief analyses to their peers.	10 of 10 students were able to complete with grade of B or better and utilized key terms in descriptive analysis.	Students need more direction in assessing their peers in order to have more "honest" evaluation.	Students were able to succinctly respond to their own work.
Identify and evaluate ethical issues in public address, including plagiarism and gender and cultural stereotyping.	Students read pieces on plagiarism, discussed and read issues related to ethics, and discussed use of appropriate language as it relates to stereotyping.	Most students correctly cited sources during their speeches. Many correctly cited sources on their required speech outlines.	Students need more practice using citations during speeches. It would be helpful to demonstrate more examples of in-speech citations. Students need more work outside of class on writing out references accurately.	Using two choices of citations, MLA or APA, is effective. Students can build upon the foundation of knowledge related to citing sources, but they must choose one type and stick with it for the whole semester.

Core Curriculum Assessment 015610320

Learning Outcome	Assessment Procedure(s)	Results of Assessment	Action Plans	Observations
Fashion a clear and concise thesis statement.	All outlines and speeches were required to have a clear thesis.	Students became progressively more adept at this. Most were able to achieve solid theses by the second major speech.		The first major assignment, narrative speech, is difficult for students to create a thesis.
Identify and use compelling, credible evidence and anticipate audience support of, or opposition to, evidentiary claims.	In speeches 2, 3, & 4, students were required to use evidence and it was assessed more heavily with each speech progression.	Approx 60% of evidence used was credible. Students chose other evidence from biased sources.	Students will go to at least one library orientation/research session early in the semester.	
Identify and evaluate lines of reasoning (both logical and fallacious), and types of proofs and appeals.	<ol> <li>Reviewed lines of reasoning in lecture and Ss read in textbook.</li> <li>Evaluated proofs and appeals in impromptu speeches and in text readings.</li> </ol>	1. Tested on final exam and 90% were successful with answering all questions accurately. Also, utilized lines of reasoning, and proofs and appeals in speeches 2, 3, 4; however, only 50% were effective.	The class did fairly well with this but could benefit from some other type of direct exercises in order to effectively transfer their knowledge to their speeches	

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Learning	Assessment	Results of	Action	
Outcome	Procedure(s)	Assessment	Plans	Observations
Adapt arguments to	Gave five major	All students had a		
various audiences and	speeches and 4	clear understanding of		
occasions.	impromptus with	this concept by the		
	different audiences,	end of the semester.		
	purposes, and			
	occasions.			
Demonstrate facility	Gave 6 types of	100% of all students		
in multiple genres/	speeches: impromptu,	gave the six types of		
modes of public	narrative, informative,	speeches required.		
discourse, organizing	persuasive, persuasive			
material in a manner	to initiate action, and			
appropriate to the	ceremonial.			
speech genre/mode.				
Create a speech	Students submitted	For the first outline,	This class seems to	
outline that	both a formal and	60% were accurate,	have had either better	
categorizes and	speaking outline for	but by the end of the	training or more	
subordinates ideas to	every major speech.	semester more than	experience in	
produce a clear,		90% produced an	outlining. Students	
appropriate		effective outline	do well with this	
organizational			when they have an	
pattern.			effective model	

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Learning	Assessment	Results of	Action	
Outcome	Procedure(s)	Assessment	Plans	Observations
Properly cite a variety of sources.	Students had specific requirements outlined in each assignment. If not completed per the assignment, their overall speech grade was lowered.	Most students were able to produce the appropriate variety of sources as outlined by the assignment.	Students could use more instruction in the library on utilizing their resources for research.	
Adjust voice appropriately to audience, room and material.	Specific aspects of delivery are evaluated for every speech, including open discussion on delivery impromptus.	All students did well in this area.		
Demonstrate appropriate vocal variety (e.g., pitch, rate, volume) while controlling speech anxiety.	Each delivery aspect is evaluated on all speeches. Points are deducted for areas that need improvement. Students view their own speeches and critique their delivery.	100% showed proficiency with this outcome.		Some students really struggled with this to begin with but by the end of the course, all were quite adept with their delivery skills. However, this could be attributed to the small size of the class (10) and that they had all become very comfortable with each other.

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Learning	Assessment	Results of	Action	
Outcome	Procedure(s)	Assessment	Plans	Observations
Demonstrate fluency	Speaking outlines	Most students	Allow more flexibility	Speaking outlines in
when delivering	were part of the	effectively used	with what students	students minds are
speech from notes or	evaluation criteria. If	speaking outlines.	use to guide them	tedious but once they
outline.	none used, then points	One needed	through their	get it on paper and
	were deducted.	manuscript but it did	speeches.	practice with it, they realize the value and
		not impact her delivery. She knew		are able to move
		better than anyone		forward with building
		about how she would		more complex
		best perform her		speeches.
		speech		
Use nonverbal cues to	This was a criteria on	By the end of the	Continue to utilize	
enhance the speech	every speech	course, all students	nonverbal cue	
rather than detract	evaluation form.	utilized effective	demonstrations and	
from it.		nonverbal cues.	identify when others	
			use it well. Encourage	
			students to practice on their own in their own	
			private space.	
Use visual aids (e.g.,	There was discussion	PPT were generally	Students need more	
multimedia)	and lecture about the	effective. When using	direction in utilizing	
effectively.	effective use of visual	streaming video, it	multimedia and need	
-	aids and speeches #2,	didn't always work.	more information	
	3, 4, required use of	Some visual aid	about the pitfalls.	
	visual aids.	choices were not		
		always relevant or		
		enhancing the		
		speeches.		

#### UNIVERSITY OF SAN FRANCISCO Core Curriculum Assessment 015610320

**Semester: Spring 2007** 

#### ADDITIONAL EVIDENCE THAT THE GENERAL CORE LEARNING OUTCOMES ARE BEING MET:

Students repeatedly verbalized to me how effective this class was for their other class presentations. They also recognized the connections between their writing classes and speaking. By the end of the semester, 6 students verbally thanked me for all that they had learned and were appreciative of the rigorous requirements of the class. Also, at the midterm, they were asked about the self-evaluation process and how they felt about viewing their own speeches on video. Most said they were uncomfortable but could really understand the value because they were able to accurately assess their delivery and understand the content of the speech sounded. I think as a result, they improved in both delivery and content development.

#### UNIVERSITY OF SAN FRANCISCO Core Curriculum Assessment 015610320

**Semester: Spring 2007** 

**EVIDENCE THAT COURSE SUPPORTED THE MISSION OF THE UNIVERSITY (**Offer the "...knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others"):

My students are challenged to think far beyond their own walls through online and in-class discussions. They have multiple opportunities to bring to the class topics that they would not normally think about but ones in which I guide them to care about. Some already have predisposed ideas about certain issues, but I like to bring "fresh" topics and then engage them in political, social, and economic discussions that cause them to think critically and reflect on their own values and beliefs. Every semester, (and this one was no exception), I am amazed at the depth in which these students can take an issue and think about it, then design a creative, informative and persuasive discourse that gets others to also engage in the process. By the last issue-oriented speech, students responded to their classmates that they "had not even thought about the issue before it was brought to them in this speech". They frequently wanted to ask more questions to each of their classmates and to get further information on the subject. They also were moved to take action; for example, students wanted to know to whom they could write to support a particular issue.

Core Curriculum Assessment 0102 130 03/0102 131 03 Semester: Fall-Spring 2006-07 David Ryan

(4)	(2)	(2)	(4)
(1) Student Learning Outcomes	Measurement of Evidence	(3)	Assessment Informed
Student Learning Outcomes	1 21 2 2 2	Summary Results	Improvements
Understand the importance of oral	The epideictic speeches	20 of 20 students were able	
argument in citizenship and public	(on leadership) asked	to explain the material	
decision-making.	student to make the connection between	with a grade of B- or	
		better.	
I Indoneton diverse contestinantic	rhetoric and citizenship.	18 of 20 students	I coming the towns
Understand key concepts from the	All students were taught the fundamentals of		Learning the terms, theories and definitions are
tradition of rhetoric and use these	rhetorical theory.	completed the analysis with a grade of B- or better	slow going. Having them
concepts to assess both their own	Complete rhetorical	using the seven elements	explicitly apply what
speaking and that of others.	analysis of a speech using	of descriptive analysis.	they've learned in their
	correct rhetorical terms	or descriptive analysis.	speeches requires more
	and displaying		emphasis.
	understanding of those		omphasis.
	terms.		
Identify and evaluate ethical issues in	In addition to reading	Less than half of the	Present more examples of
public address, including plagiarism	about these issues, we did	students correctly cited	in-speech citations.
and gender and cultural stereotyping.	some exercises on citing	sources during their	•
and gender and curtaral stereotyping.	sources in speeches. We	speeches. Almost all,	
	also discussed plagiarism	however, correctly cited	
	and other ethical issues	sources on their required	
	rather extensively.	speech outlines.	
Fashion a clear and concise thesis	Different kinds of thesis	Students became	
statement.	statements were taught and	progressively more adept	
	learned. All outlines and	at this. By the final speech,	
	speeches were required to	100% had a clear thesis	
	have a clear thesis in	about 90% had a clear	
	relation to each	statement of subarguments.	
	assignment.		

**Core Curriculum Assessment** 

(1) Student Learning Outcomes	(2) Measurement of Evidence	(3) Summary Results	(4) Assessment Informed Improvements
Identify and use compelling, credible evidence and anticipate audience support of, or opposition to, evidentiary claims.	In their Rogerian argument and in their debates, evidence (for both sides of an issue) was major factor in evaluation. All were required to use concessions with evidence.	Nearly 100% used at least some credible evidence for both assignments; about 20% also, however, used less credible evidence from biased internet sources.	Improvements
Identify and evaluate lines of reasoning (both logical and fallacious), and types of proofs and appeals.	1. Handouts on fallacies and inductive, deductive reasoning (syllogisms, enthymemes) were taught and learned; In-class exercise detecting errors in reasoning were given.  2. Types of proofs and appeals were covered in the rhetorical analysis (see above).  3. Quizzes were given.	<ol> <li>About 80% completed exercises with fewer than 10% errors.</li> <li>About 90% achieved a grade of B- or better on papers/speeches.</li> <li>About 90% earned a grade of B or better on their quizzes.</li> </ol>	
Adapt arguments to various audiences and occasions.	Gave four speeches with different outcomes, purposes and occasions.	Over the course of the semester, almost all showed an understanding of this concept.	
Demonstrate facility in multiple genres/ modes of public discourse, organizing material in a manner appropriate to the speech genre/mode.	Students delivered four types of speeches: analytical, informational, motivational, persuasive debates.	100% of all students gave the four types of speeches required.	

**Core Curriculum Assessment** 

(1)	(2) Measurement of	(3)	(4) Assessment Informed
Student Learning Outcomes	Evidence	Summary Results	Improvements
Create a speech outline that categorizes and subordinates ideas to produce a clear, appropriate organizational pattern.	Students submitted both a formal and speaking outline for every speech as evidence of preparation.	About 90% were done correctly.	_
Properly cite a variety of sources.	Minimum and maximum numbers of external sources were required on different assignments.		
Adjust voice appropriately to audience, room and material.	Delivery is taught, emphasized and evaluated on all speeches.	All students did well in this area.	
Demonstrate appropriate vocal variety (e.g., pitch, rate, volume) while controlling speech anxiety.	Vocal patterns are taught, emphasized and evaluated on all speeches.	Some improvement in this area is still needed but in this class nearly 80% showed proficiency on this outcome.	Will include more work on vocal variety next year, including going back to the assignment on oral reading.
Demonstrate fluency when delivering speech from notes or outline.	Different kinds of delivery (manuscript reading, extemporaneous, impromptu, etc.) were taught and learned. In addition to judging fluency of the speech, speaking outlines were checked.	This class was better in that about a third of the students truly delivered the speech from notes or outline. Many also had more detail in the speaking outline than in the formal outline. Some continued to write a manuscript rather than an outline or notes.	More practice with tutors; a special workshop on speaking extemporaneously.

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	(2)		(4)
(1)	Measurement of	(3)	Assessment Informed
Student Learning Outcomes	Evidence	Summary Results	Improvements
Use nonverbal cues to enhance the speech rather than detract from it.	Non-verbal art of communication (particularly chironomia) was taught and learned. Again, this was a criteria on every speech evaluation form.	About 75% did a good job of using non-verbal cues; the rest still exhibit some manifestations of speech anxiety.	More practice with tutors; possible workshop topic.
Use visual aids (e.g., multimedia) effectively.	Using and integrating visual aids were required on five out of the seven speeches for the year.	Most did pretty well, especially those who used PowerPoint or the overhead projector. About 5% used posters or pictures that were minimally effective.	Requiring PowerPoint or the overhead because some students simply revert to high school "show and tell" type visual aids.

#### **CORE AREA: A.2 Foundations of Communication (Rhetoric and Composition)**

(1)			(4)
Student Learning	(2)	(3)	Assessment Informed
Outcomes	Measurement of Evidence	Summary Results	Improvements
Critical analysis of	Three essays focused	About 85% of students received	
academic discourse:	specifically on summary and	grades on B or better on at least	
Students critically	analysis of academic texts.	one of the essays.	
analyze linguistic and			
rhetorical strategies used			
in long and complex			
texts from a variety of			
genres, subjects, and			
fields.			
Integrating multiple	In addition to doing research for	All but one student earned a B- or	Add more group and individual
academic sources:	their speeches, students	better on at least one of the three	exercises on putting sources

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Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.	completed one essay and two research papers that achieved this outcome. My approach is to progressively add more research requirements on successive assignments.	assignments.	into a context (avoiding "dropped in quotes")
Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.	The research paper required a neighborhood case study with research questions, a bibliography with sources cited correctly in either MLA or APA, a rough draft that was read for argumentation, and the final copy incorporating the revisions plus correctly formatted in-text references and a bibliography.	100% completed every part of the assignment; 90% received a grade of B- or better on the final paper.	
Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.	This was a significant part of every writing assignment. Students learned that the rhetorical canon of style in its theoretical and practical applications. They studied different styles of writing and applied them in their quizzes and to their papers and in their speeches.	About 80% of the students eventually managed to write a relatively error-free paper that was appropriate for the academy.	Emphasize more aspects of style and grammar.
Revision: Students develop their own revision strategies for extending and enriching early drafts and for	All students were required to submit a rough draft. Then, they have to submit these drafts in final draft form. The papers were checked to make sure	About 85% of students revised effectively; the rest are still focusing primarily on editing issues.	

#### CORE AREA A (A1 and A2) - FOUNDATIONS OF COMMUNICATION

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further one paper written in the	producing polished advanced academic writing.	effective revision had taken place. In addition, students are given the option to revise	
semester.		further one paper written in the	

#### ADDITIONAL EVIDENCE THAT THE GENERAL CORE LEARNING OUTCOMES ARE BEING MET:

In the narrative evaluations done at the end of the year and in their final assignment (in which they analyze their own progress and learning), students wrote thoughtfully about what they had learned and how they had applied in this class. All claimed to have learned a great deal and to have become more confident and competent writers and speakers.

#### UNIVERSITY OF SAN FRANCISCO

Core Area: Public Speaking

(1)	(2) Measurement of	(3)	(4) Assessment Informed
Student Learning Outcomes	Evidence	Summary Results	Improvements
Understand the importance of oral argument in citizenship and public decision-making.	Outlines and evaluations were used to measure.	All students grasped this concept and understand the importance of public speaking and how much is used in the world.	
Understand key concepts from the tradition of rhetoric and use these concepts to assess both their own speaking and that of others.	Lecture notes, discussions, activities and speeches helped to illustrate this. Students evaluated their classmates to assess that of others.	In the last evaluation many students the learned a lot from watching and evaluating others. We all learn from others.	Different evaluation forms will be used for some of the speeches next semester.
Identify and evaluate ethical issues in public address, including plagiarism and gender and cultural stereotyping.	Chapters & handouts were read and discussed. Activities on culture followed.	While most students grasped plagirism, I still believe more discussion on stereotyping is necessary.	Students may write or work in pairs on a reflection activity.
Fashion a clear and concise thesis statement.	Thesis statements were discussed and students wrote thesis in each of their outlines.	All students grasped the concept and wrote thesis statements well.	
Identify and use compelling, credible evidence and anticipate audience support of, or opposition to, evidentiary claims.	Research was required for three of the five students. Students had to assess the research before using it in there speeches.	Many students used several types of sources and evidence in their speeches. Some students had a difficult time with credible sources.	A workshop could be used to help students with this. Time may be given in class to do some research, as well.
Identify and evaluate lines of reasoning (both logical and fallacious), and types of proofs and appeals.	Analysis of appeals used in magazine articles.	90 % of students were able to recognize apeals and reasoning used in advertisement.	Some work still needs to be done, maybe analyzing an infomercial would help.
Adapt arguments to various audiences and occasions.	Students gave speeches to a diverse audience.	Students were compent in this.	

Demonstrate facility in multiple genres/ modes of public discourse, organizing material in a manner appropriate to the speech genre/mode.	Students gave four types of speeches: informative, narrative, persuasive and demonstrative.	100% of students wrote their outlines for their speeches of all the speeches, 2 students missed one speech each.	The students understand the concepts, the text lays them out well. I will do more work on trying to get students to give all speeches.
Create a speech outline that categorizes and subordinates ideas to produce a clear, appropriate organizational pattern.	Students created outlines for each of their speeches. Each outline increased in lenght and detail.	Students were able to effectively write and use outlines in an appropriate mater.	Continue to give detailed instruction on outlines with samples for students to see.
Properly cite a variety of sources.	Sources were cited in outlines and during speeches.	Most students were able to effectively cite sources in their outlines, some struggled with this during their speeches.	More sample speeches will be used to illustrate properly citing sources while speaking.
Adjust voice appropriately to audience, room and material.	Students did several voice exercises to help them use appropriate volume, and vocal variety.	All students were able to use appropriate volume in their speeches, with help of the	
Demonstrate appropriate vocal variety (e.g., pitch, rate, volume) while controlling speech anxiety.	Several exercises and discussions were used to help students speak with vocal variety, while controlling speech anxiety.	100 % of students were able to dmonstrate appropriate and improved vocal variety. All students were able to control their speaking anxiety!	
Demonstrate fluency when delivering speech from notes or outline.	Students were taught how to write several types of outlines and then use key- notes to help them when they delivered.	About 70 % of the class were able to effectively use limited or no cards to show fluency. Some students relied heavily on cards.	More specfic discussion and encouragement to use cards less. Students use cards to help their speaking anxiety.
Use nonverbal cues to enhance the speech rather than detract from it.	Several nonverbal exercises and cues were taught during the semester.  Nonverbal video, worksheets and activities were also used.	Students effectively reached this goal. The importance of nonverbal communication was a huge learning emphasis in the classroom.	
Use visual aids (e.g., multimedia) effectively.	Use of visuals aids was required in four of the five speeches. Students used a variety of visuals.	100 % of the students were able to effectively able to use some type of visuals aid. 80 % used powerpoint.	More step-by-step directions on powerpoint and converting from a Mac to a PC will be used next semester.

Additional evidence that the general core learning outcomes are being met: