

Curriculum and Assessment Policy Committee

3 February 2012

Proposal

Strike “*oral and*” from the core A1 outcome:

Area A1. Communication Skills

6 semester hours

Outcome: *Students will be able to communicate clearly in ~~oral and~~ written English that meets conventional standards of correctness.*

Satisfactorily complete both courses from the following list:

[ENGL 1101](#) English Composition I 3 semester hours

[ENGL 1102](#) English Composition II 3 semester hours

Rationale

The oral communication outcome was created and passed in the Fall 2010 with the assumption that Rhetoric, Theatre, and other oral outcome based courses would be taught in A1. However, the BOR notified our institution in the Spring 2011 that Rhetoric, Theatre, and other oral outcome based courses would not be part of the core. The only two courses in A1 are writing courses. The UPS ENGL 1101 outcomes intended to teach students to be able to communicate clearly in written English that meets conventional standards of correctness include:

- * To acquire an ability to write organized, clear, correct, and purposeful prose;
- * To understand the principles and strategies of argumentation and analysis;
- * To acquire sensitivity to written and oral language as a means of understanding how we relate as individuals to the larger community;
- * To grasp the essential nature of research and how to synthesize research in writing so that the insights and documentation are logical and clear;
- * To understand through the use of textual models how writing and reading are means for connecting the writer to contemporary culture and its diverse problems and conditions.

The UPS outcomes for RHET 1110 Fundamentals of Public Speaking, the oral equivalent of a writing course include.

- * Express thoughts in vocally and visually effective ways. By the end of the semester, each student should be able to
- * Demonstrate oral fluency without major mistakes in English usage and grammar (primarily, negative or irrelevant "status markers");
- * Choose subjects which are important to the listeners and which give them something they need;
- * Organize a message in a clear, logical manner, with an easily discernible thesis;

- * Assemble enough factual, memorable, and appropriate details to support the thesis (5 to 10 minutes in length);
- * Formulate details drawn from the three sources of support (print, interview, personal), identified, and well-synthesized;
- * Compose persuasive messages fully supported by logical, emotional, and ethical proof;
- * Identify and apply effective introductory and concluding material;
- * Demonstrate clear articulation, standard pronunciation, and enough volume to be heard;
- * Demonstrate sufficient vocal variety in terms of rate, volume, and pitch to make the spoken message maximally communicative;
- * Employ a natural, conversational manner of speaking;
- * Practice good eye contact (80%), effective posture, movement, gestures, facial expression, and other visual means of communication;
- * Demonstrate confidence and enthusiasm while speaking;
- * Judge the currency, ethicality, and appropriateness of evidence.

Writing courses should not be forced to teach oral outcomes. Moreover, in terms of assessment, ENGL 1101 instructors do not, in general, teach students to communicate clearly in oral English that meets conventional standards of correctness. To summarize:

- 1) The oral outcome was intended for courses that were not allowed in the core by the BOR,
- 2) Composition courses are overloaded with writing requirements and should not be forced to teach public speaking as well.
- 3) Composition classes should be assessed on writing outcomes rather than speaking outcomes.

This committee recently struck down the speaking overlays that courses could voluntarily adopt if their instructors wished. It should now strike down the speaking outcome that has been inadvertently and involuntarily forced on writing courses.