



Arts and Sciences Assessment Plan  
(2005 – 2008)

*Developed: Summer 2005*

## Arts & Sciences Assessment Plan

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## Arts and Science Assessment Plan Overview

### A. Program Level Mission Statement

The Associate Degree Programs in arts, science, and fine arts prepare students to transfer to a four-year college for a baccalaureate degree (B.A. or B.S.). Graduates of these two-year programs complete the academic requirements and develop the skills in analysis, interpretation, and communication necessary for transfer to a four-year institution.

### B. Program Level Student Outcomes

Students graduating from the AA, AS and AFA programs should be able to do the following:

1. Recognize characteristics of life-long learning: independent thinking, self-discipline, and ethical behavior
2. Demonstrate the technological skills needed to advance academic pursuits at a senior institution
3. Apply a set of analytical and problem-solving skills to real-world situations
4. Demonstrate interpersonal skills that reflect an understanding of diversity and the need for teamwork
5. Communicate information to a variety of audiences using appropriate written, spoken, and/or visual methods

### C. College Level Student Outcomes

Students graduating from Wayne Community College should be able to do the following:

1. Demonstrate speaking, writing, and reading skills necessary to communicate effectively
2. Demonstrate mathematical skills necessary to solve problems appropriate to the area of study
3. Use principles of critical thinking to analyze problems and make logical decisions
4. Use computers and other technologies to achieve academic, work-related, and personal goals
5. Apply the principles and concepts of the natural and social sciences
6. Use positive interpersonal skills to interact with individuals in diverse groups
7. Recognize the importance of globalization in developing a broadened worldview
8. Explore the fine arts and humanities from cultural and historic perspectives

### D. Analysis, Responsibility, and Timeline

Arts and Science faculty and administration recognize that students' attainment of general education competencies is the division's primary focus. Thus, all of the competencies are incorporated into as many courses as possible. The faculty will continue to include references to the competencies in all syllabi and will assess competencies as a part of course work in an on-going basis. For program assessment purposes, the faculty will focus more on specific competencies in a cyclical fashion. The A & S division head will assume the responsibility for keeping the plan active and updated. The plan requires, however, the involvement of all

faculty members to guarantee its success. This includes analysis of current course requirements and the willingness to make changes where necessary. Faculty members compiled matrices to illustrate how general education outcomes are incorporated into courses that comprise the various programs offered by the college. The matrices show where the general education outcomes are taught, reinforced, or applied within each program of study. In addition, all course syllabi were revised in 2004. Syllabi call attention to general education competencies and course specific outcomes addressed in each course. Each matrix also includes a comprehensive list of course-level assessment measures such as pre- and post- tests, writing

assignments, oral presentations, and group or individual projects that help to determine whether or not students are attaining the outcomes. The first full year of implementation of the General Education Assessment Plan (2005 – 2006) will focus on three competencies:

1. Demonstrate speaking, writing, and reading skills necessary to communicate effectively.
2. Demonstrate mathematical skills necessary to solve problems appropriate to the area of study (start in 2006 as part of QEP; continue in 2006 – 2007)
3. Use computers and other technologies to achieve academic, work-related, and personal goals.

The second year (2006 – 07) will focus on

1. Demonstrate mathematical skills necessary to solve problems appropriate to the area of study (fits the time-line for the Quality Enhancement Plan)
2. Use principles of critical thinking to analyze problems and make logical decisions
3. Apply the principles and concepts of the natural and social sciences.

The third year (2007 – 2008) will focus on

1. Recognize the importance of globalization in developing a broadened world view.
2. Use positive interpersonal skills to interact with individuals in diverse groups.
3. Explore the fine arts and humanities from cultural and historical perspectives.

This process will recycle every three years as part of the College's on-going Program Review Process (*Strategic Plan Guide*). A part of each year's focus will be to select specific activities in each of the designated competencies for the collection and analysis of data to determine areas that need to be changed or improved.

**Arts and Sciences  
General Education Outcomes**

**Computer Skills Competency (2005-06)**

Upon completion of an Associate of Arts, Associate of or Associates of Science degree, students should be able to demonstrate computer and other technology skills to achieve academic, work related, and personal goals.

**Core Outcomes:** Students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems.

1. Demonstrate knowledge of the role and function of computers using various assessments such as written and computer-based testing, and use the computer to solve problems.
2. Explain basic computer concepts such as; what is computer, how it works, and what makes it a powerful tool.
3. Describe Internet, World Wide Web, browsers, e-mail, FTP, and instant messaging.
4. Differentiate between the variety of business software, graphics and multimedia software, home/personal/education software, and communication software.
5. Describe the components of the system unit, how memory stores data, instructions, and information; and how the system unit executes an instruction.
6. Describe the various techniques of input/output and commonly used input/output devices.
7. Explain the various storage media and storage devices.
8. Differentiate between the variety of stand-alone, network, and embedded operating systems.
9. Create and edit word documents and reports.
10. Create worksheet and embedded charts and use formulas and functions to build worksheets.
11. Create a database using the design and datasheet view and query a database using the select query window.
12. Create a PowerPoint presentation/slide show using; design template, text slide layouts, outline tab, and clip art.

## Assessment Plan

Objective	Disciplines	Classes/Students	Measures/Criteria	Assessments	Schedule	Responsibilities
Outcomes 1 through 12	Information Systems	CIS 110, CIS 111	Word processing, Database Management, Excel, PowerPoint Presentations, Internet Research, Hardware, Techniques of input/output and commonly used input/output devices, File storage and storage devices	Teacher Evaluation (rubric); SAM/TOM (pre and post tests)	On-going; Scheduled for completion spring 2006	Information Systems Instructors
Outcomes 1,3,9,12	English	ENG 111, 113, 114, 232, 241, 261, 273	Word processing for papers and reports; Internet research for paper and projects	Teacher evaluation	On-going; Scheduled for completion spring 2006	English Instructors
Outcomes 1,3,9,12	History	HIS 131, 132	Word processing for reports; Internet research for paper and projects; Online assignment; Power point presentations; Oral presentation	Teacher evaluation Oral presentation	On-going; Scheduled for completion spring 2006	History Instructors
Outcomes 1,3,9,12	Humanities	HUM 110, 115, 121	Word processing for papers and reports;	Teacher evaluation	On-going; Scheduled for completion spring 2006	Humanities Instructors
Outcomes 1,3,9,12	Journalism	JOU 110, 111	Word Processing for papers and journals; Internet research for papers, reports, projects; Power point presentations	Teacher evaluation (rubric)	On-going; Scheduled for completion spring 2006	Journalism Instructors
Outcomes 1,3,9	Psychology	PSY 150	Word processing for papers and reports; Internet research for papers and projects;	Teacher evaluation	On-going; Scheduled for completion spring 2006	Psychology

			Online assignments			
Outcomes 1,3,9,12	Sociology	SOC 210, 213	Internet research for papers and reports; Word processing for papers and reports; Oral presentations; Power point presentations	Teacher evaluation	On-going: Scheduled for completion spring 2006	Sociology
Outcomes 1,3,9,12	Business	BUS 110, 115	Internet research for projects, Oral presentations; Word processing for reports and papers; Power point presentations	Teach evaluation (rubric) Online discussion forums	On-going: Scheduled for completion Spring 2006	Business Instructors
Outcomes 1,3,9,12	Economics	ECO 251, 252	Power point presentations; Oral presentations; Internet research for projects and papers; Word processing for papers and reports;	Teacher evaluation Oral presentations (Rubric) Online discussion forums	On-going: Scheduled for completion Spring 2006	Economics Instructors

### Assessment Report

The above courses represent only a few of the courses where computer and other technology skills competencies are being used. These courses do not in any way represent or encompass the entire scope. All individualized courses and online courses demand extensive computer skills. Students must demonstrate that they are proficient in the use of computers and that they have the technology skills necessary in order to register for an online course.

Most students in Arts and Sciences take CIS 110, Introduction to Computers, in which all the computer competencies are taught. To ensure that students are registered for the appropriate computer course, the College has integrated a computer skills placement test as a part of the routine college placement tests. The CIS 070 placement test helps the College place students in CIS 070, Fundamentals of Computers, CIS 111, Basic PC Literacy or CIS 110, Introduction to Computers. This computer skills placement test has shown anecdotally that students are placed in the correct course based on their skill level and has shown improvement in student course pass success.

Discussion of implications and recommendations  
**Improvement Plan** (to be completed by spring 2006)

Objective and rationale (findings)	
Activities	
Responsibility	
Timeline	
Resources	
Assessment	

**Improvement Plan Results**

Did it work?

**Objective**

<b>Activities Completed</b>	<b>Resource Expended</b>	<b>Assessment</b>	<b>Future Plans</b>

WAYNE COMMUNITY COLLEGE

*CIS 110 INTRODUCTION TO COMPUTERS*

**Instructor Information**

Instructor:  
Office Location:  
Telephone Numbers:  
Office Hours:  
E-Mail Address:  
FAX Number:

**Course Description (CCL)**    **Cl Hrs: 2**        **Lab: 2**        **Clinical/Wk**  
**Exp: 0**        **Sem Hrs: 3**

This course provides an introduction to computers and computing. Topics include the impact of computers on society, ethical issues, and hardware/software applications, including spreadsheets, databases, word processors, graphics, the Internet, and operating systems. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. *This course has been approved to satisfy the Comprehensive Articulation agreement general education core requirement in natural sciences/mathematics.*

**Prerequisite(s)**

CIS 070, RED 080

**Co-requisite(s)**

None

**Required Textbook(s)**

*Office 2003 Brief concepts and Techniques*, Course Technology, ISBN 0-619-2022-7  
*Discovering Computers 2005*, Course Technology, ISBN 0-619-20218-1  
*Discovering Computers 2005*, Course Technology, ISBN 0-619-20221-1  
(Workbook)  
SAM/TOM Training Software

**Other Required Materials/Software**

(4) 3 ½" floppy disks or 2 zip disk

**Program Learning Outcomes**

Program Learning Outcomes may be found on the Wayne Community College Website.

## **Course Learning Outcomes**

Upon completion of the course, students will be able to:

1. Demonstrate knowledge of the role and function of computers using various assessments such as written and computer-based testing, and use the computer to solve problems
2. Explain basic computer concepts such as what is a computer, how it works, and what makes it a powerful tool.
3. Describe Internet, World Wide Web, browsers, e-mail, FTP, and instant messaging.
4. Differentiate between the variety of business software, graphics and multimedia software, home/personal/education software, and communication software.
5. Describe the components of the system unit, how memory stores data, instructions, and information; and how the system unit executes an instruction.
6. Describe the various techniques/methods of input/outputs and commonly used input/output devices.
7. Explain the various storage media and storage devices.
8. Differentiate between the variety of stand-alone, network, and embedded operating systems.
9. Create and edit Word documents and reports.
10. Create Worksheet and embedded charts and use formulas and functions to build worksheets.
11. Create a database using the design and datasheet view and query a database using the select query window.
12. Create a PowerPoint presentation/slide show using; design template, text slide layouts, outline tab, and clip art.

## **Teaching/Learning Methods**

Assigned readings, lectures, student discussions, labs, Internet training and assessment assignments, and regular attendance.

## **Course Requirements / Methods of Evaluation**

**Participation** and attendance are expected. Students are encouraged to meet every scheduled class as this would provide maximum educational benefit, and it is also an indication of a student's maturity and seriousness toward his or her work. If a student is absent from class for any reason, the student is totally responsible for all discussions, notes, and materials missed. If you are absent or need to miss part of a class you should make plans to get notes from a classmate.

**Tests and Quizzes:** A minimum of three objective and/or essay tests will be given. These tests will cover all lecture materials and reading assignments. Unannounced quizzes may be given over chapter readings or material covered in lectures. Quizzes may not be made up.

*Lab Exercises: Students will complete textbook and hands-on computer exercises on topics covered in the text. Students will be expected to complete computer exercises as assigned. These exercises will provide an opportunity to learn basic features of Microsoft Office. Exercises will be due on a designated date. Projects received after the due date will be lowered one letter grade and an additional letter grade for each 24-hour period after the due date.*

**Make-Up Work:** All missed announced tests, will be made up within two class days upon the return of the student or the grade of zero will be entered. The hour of the make-up test will be at the discretion of the instructor.

### **Grading Policy/Criteria**

The final grade will be calculated on the basis of:

#### Lecture

Minimum of three tests	40%
Final Exam	20%
Exercises as assigned	40%

\*The final lecture average will be 60% of final class grade.

#### Lab

Word Project	25%
Excel Project	25%
PowerPoint Project	25%
Access Project	25%

\*The final lab average will be 40% of final class grade.

#### **Grading will be on a seven-point scale:**

93 - 100 =	A
85 - 92 =	B
77 - 84 =	C
70 - 76 =	D
Below 70 =	F

### **Academic Integrity Statement**

See following link for the Academic Integrity Policy

[http://www.waynecc.edu/catalog\\_schedule/default.htm](http://www.waynecc.edu/catalog_schedule/default.htm)

Any student caught violating the WCC Code of Student Academic Integrity Policy, (i.e., cheating, plagiarizing, or other dishonorable acts), in academic work is subject to disciplinary action. Use of WCC's technological resources, which provide or assist in gaining unauthorized or inappropriate access to systems/networks, software or data at WCC and or other sites is unacceptable.

### **Students with Disabilities**

WCC is committed to seeing that students with disabilities have equal access to and participation in all programs of study. For further explanation, please note

the Students with Disabilities policy in the WCC catalog or the Student Handbook; both of which are available on-line:  
[http://www.waynecc.edu/catalog\\_schedule/default.htm](http://www.waynecc.edu/catalog_schedule/default.htm). Students with disabilities can contact the Disability Coordinator, Mrs. Caroline Smith, in the Student Development office, Room WLC 115, or at 919-735-5152, extension 223, or via TTY (919) 583-8544, or at [csmith@waynecc.edu](mailto:csmith@waynecc.edu).

### **Non-Discriminatory Statement**

Wayne Community College is committed to a policy of providing educational opportunities to all students regardless of economic or social status, beliefs, sexual orientation, national origin, or physical or mental disability.

[http://www.waynecc.edu/catalog\\_schedule/default.htm](http://www.waynecc.edu/catalog_schedule/default.htm).

### **Student Attendance Policy**

Attendance policy link for the college catalog and student handbook:

[http://www.waynecc.edu/catalog\\_schedule/default.htm](http://www.waynecc.edu/catalog_schedule/default.htm)

The College believes students demonstrate responsibility for and commitment to their educational goals through regular attendance; therefore, students must attend 80% of the total hours of any class to receive a passing grade. Instructors will excuse no absences under this policy.

### **Phones/Pages/Beepers**

Cell phones, beepers, and walkie-talkies cause unnecessary disruption to the learning/teaching process in the classroom, lab or library setting. Out of courtesy to others, all systems of communication should be in quiet position during instructional, lab or library time.

### **Additional Information From the Instructor/Miscellaneous**

Although I encourage classroom discussion, I find side conversations to be quite distracting. Therefore, I will feel free to deduct points from our semester grade when I feel that your behavior is disrupting the class. If this is not a sufficient deterrent, then you will be told to leave the classroom. Consider this to be your first warning! The classroom is for learning.

### **Course Outline**

- I. Information Technology in Perspective
  - A. IT Ethics
  - B. Networking: Bringing People Together
  - C. Computers: The Essentials
  - D. Emerging It
  - E. Focus on It

- II. Using the PC: Popular Productivity Software
  - A. Word Processing: The Most Popular PC Application
    - 1. Creating a Document
    - 2. Gaining Proficiency by Editing and Formatting
    - 3. Enhancing a Document
  - B. Microsoft Excel
    - 1. Introduction to Spreadsheets
    - 2. Copying and Formatting
    - 3. Spreadsheets in Decision Making
  - C. Microsoft Access
    - 1. Introduction to a Database
    - 2. Tables and Forms
    - 3. Reports and Queries
  - D. Microsoft PowerPoint
    - 1. Introduction to Presentations
    - 2. Creating a Slide Presentation
  
- III. Inside the Computer
  - A. The PC System Unit
  - B. The Computer on A Chip
  
- IV. Storing and Retrieving Information
  - A. Mass Storage and Files
  - B. Magnetic Disks
  - C. Backup
  - D. Electronic Publishing
  - E. Storage Devices
  
- V. Information Input and Output
  - A. Input/Output Devices
  - B. Source-Data Automation
  - C. Output Devices
  - D. Terminals
  
- VI. Networks and Networking
  - A. Digital Convergence
  - B. Data Communications Hardware
  - C. Data Communications Channel
  - D. Ethics
  - E. Networks
  
- VII. The Online World
  - A. Information Services
  - B. Browsers
  - C. Internet Resources and Applications

- D. Internet Issues
  
- VIII. The Windows Environment
  - A. The Operating System
    - 1. Stand-alone Operating System
    - 2. Network Operating System
    - 3. Embedded Operating System
  - B. Platforms
  - C. Windows Concepts and Terminology
  - D. Sharing Information among Windows Applications
  - E. Buying Guide
  
- IX. PC Software for Every Application
  - A. Graphics and Multimedia Software
  - B. Personal Information Management Software
  - C. Education and "Edutainment" Software
  - D. Reference Software
  - E. Business and Management Software
  - F. Utility Software
  
- X. Computers in Society: Today
  - A. The Information Technology Paradox
  - B. Working in the Information Society
  - C. The Workplace: Ergonomics and Green Computing
  - D. Computer Crime
  - E. Computer, Internet, and System Security
  - F. Robots and Robotics
  
- XI. Computers in Society: Tomorrow
  - A. The Virtual Frontier
  - B. Artificial Intelligence
  - C. The Information Superhighway

CIS 110 INTRODUCTION TO COMPUTERS RUBRIC	HIGH		LOW	
	4	3	2	1
<p>Demonstrate knowledge of the role and function of computers sufficient to:</p> <ul style="list-style-type: none"> <li>• Explain basic computer concepts such as what a computer is, how it works, and what makes it a powerful tool.</li> <li>• Describe the Internet, World Wide Web, browsers, e-mail, FTP, and instant messaging.</li> <li>• Differentiate between the varieties of: <ul style="list-style-type: none"> <li>○ business software</li> <li>○ graphics and multimedia software</li> <li>○ home/personal/education software</li> <li>○ Communication software.</li> </ul> </li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Describe knowledge of the system unit sufficient to:</p> <ul style="list-style-type: none"> <li>• Identify the components of the system unit.</li> <li>• Describe how memory stores data, instructions, and information.</li> <li>• Describe how the system unit executes an instruction.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Demonstrate knowledge of input and output devices sufficient to:</p> <ul style="list-style-type: none"> <li>• Explain the various techniques of input and commonly used input devices.</li> <li>• Explain the various techniques of output and commonly used output devices.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Demonstrate knowledge of various storage media and storage devices sufficient to:</p> <ul style="list-style-type: none"> <li>• Explain mass storage and files.</li> <li>• Magnetic Disks.</li> <li>• Backup.</li> <li>• Electronic Publishing.</li> <li>• Storage Devices.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Differentiate between the varieties of:</p> <ul style="list-style-type: none"> <li>• Stand-alone operating systems.</li> <li>• Network operating systems.</li> <li>• Embedded operating systems.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Perform computer applications sufficient to utilize:</p> <ul style="list-style-type: none"> <li>• Create and edit Word documents and reports.</li> <li>• Create Worksheet and embedded charts.</li> <li>• Create a database using the design and datasheet view.</li> <li>• Create a PowerPoint presentation using a design template and text slide layout to <ul style="list-style-type: none"> <li>○ Use the outline tab.</li> <li>○ Add clip art</li> <li>○ Create a slide show.</li> </ul> </li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## RUBRIC GRADING EXPLANATION

A rating of **4** indicates that the student has demonstrated an above average knowledge of the concepts, and the student's performance on written assessments and hands-on assignments reflect an above average understanding of the concepts.

A rating of **3** indicates that the student has demonstrated a good knowledge of the concepts, and the student's performance on written assessments and hands-on assignments reflect a good understanding of the concepts.

A rating of **2** indicates that the student has demonstrated some knowledge of the concepts, and the student's performance on written assessments and hands-on assignments reflect some understanding of the concepts.

A rating of **1** indicates that the student does not demonstrate knowledge of the concepts, and the student's performance on written assessments and hands-on assignments is unacceptable.

**Arts and Sciences  
General Education Outcomes**

**Speaking Competency (2005 - 2006)**

Upon completion of an Associate of Arts, Associate of or Associates of Science degree, students should be able to demonstrate speaking skills necessary to communicate effectively.

**Core Outcomes:**

1. Demonstrate competence in a variety of academic and/or professional speaking situations.
  - a. Present a speech teaching your audience how to perform a specific task or skill
  - b. Present a speech focusing on a specific community service or problem
  - c. Present a persuasive speech
  - d. Present a ceremonial speech that praises a person, place, object or event for its positive contributions to society.
2. Demonstrate competence in the use of language.
3. Demonstrate competence in voice control.
4. Demonstrate competence in the nonverbal communication of a message.

**Assessment Plan**

<b>Objective</b>	<b>Disciplines</b>	<b>Classes/Students</b>	<b>Measures/Criteria</b>	<b>Assessments</b>	<b>Schedule</b>	<b>Responsibilities</b>
Outcomes 1-4	Art	ART 111	Three required individual and/or group presentations	Speech Rubric	Oral component incorporated in Art 111 each semester	Art instructor
Outcomes 1 -4	Communications	COM 231	Tests on speech theory; individual presentation of speeches reflecting variety of academic and professional situations; small group interactions	Teacher made tests; speech rubric; external and peer assessment/critique; videotaped speeches for portfolio	Every semester; major component of course	COM instructor
Outcomes 1- 4	Biology	BIO 111, 140	Group presentations; individual presentations	Speech rubric; common graded assignment	Spring Semester each year; speech component standard	BIO instructor

					part of BIO 140	
Outcomes 1 -4	English	ENG 111, 113	Individual and small group presentations	Speech rubric; peer assessment; external assessment; common graded assignment	Each semester; speech component structured into ENG 111	Assigned ENG instructors
Outcomes 1 -4	History	HIS 131, 132	Class discussion; powerpoint presentations; debates	Powerpoint presentations using grading rubric	HIS 131 Fall semester; HIS 132 Spring semester	Assigned HIS instructors

### Assessment Report

Based on a review of course syllabi and student learning outcomes, a majority of all courses in A & S make some reference to a speech component. One of the A & S goals is to increase the number of courses that contain formal speech components and to use a common grading rubric across disciplines to measure students accomplishment of effective speaking.

### Improvement Plan (to be completed by spring 2006)

Objective and rationale (findings)	Increase the number of courses in A & S that contain a formal speech component which will be assessed with the speech rubric
Activities	<ol style="list-style-type: none"> <li>1. Determine additional courses to which a speech component will be added.</li> <li>2. Emphasize getting quality assessments of speaking skills in several class sections where there is already a speech component.</li> <li>3. Use videos of speeches; use independent assessors (and peer assessors) to determine students skills.</li> <li>4. Have students use videos as part of portfolio documentation of speaking competency.</li> </ol>
Responsibility	Arts and Sciences faculty
Timeline	Review of Plan Spring 2006 Representational selection of speeches from various courses to be evaluated Spring 2006
Resources	Human Resources Videos and equipment
Assessment	Speech rubric used by discipline faculty; external assessors Analysis of data to determine areas for improvement

**Improvement Plan Results**

Did it work?

**Objective**

<b>Activities Completed</b>	<b>Resource Expended</b>	<b>Assessment</b>	<b>Future Plans</b>

**WAYNE COMMUNITY COLLEGE**  
***COM 231-01 Public Speaking***  
***Fall 2005***  
***12:00, M, W & F, DOG 215***

**Class Hours: 3    Lab: 0**  
**Semester Hours: 3**

**Clinical/Wk Exp: 0**

**Instructor Information**

Instructor: Sandra Bowen  
Office Location: DOG 318  
Telephone Numbers: 735-5152, ext. 395  
Office Hours: MWF 1:00 pm – 2:00 pm DOG 318;  
T & TH 10:00 am – 11:00 am SJAFB; others by appt.  
E-Mail Address: [sbowen@waynecc.edu](mailto:sbowen@waynecc.edu)  
FAX Number: 919-736-9425

**Course Description (CCL)**

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support.

**Prerequisite**

ENG 111 or IPO

**Co-requisite**

None

**Program Learning Outcomes**

**The Associate Degree Programs in arts, science, and fine arts prepare students to transfer to a four-year college for a baccalaureate degree (B.A. or B.S.). Graduates of these two-year programs complete the academic requirements and develop the skills in analysis, interpretation, and communication necessary for transfer to a four-year institution.**

Students enrolled in these programs will:

1. Recognize characteristics of life-long learning: independent thinking, self-discipline, and ethical behavior
2. Demonstrate the technological skills needed to advance academic pursuits at a senior institution
3. Apply a set of analytical and problem-solving skills to real-world situations
4. Demonstrate interpersonal skills that reflect an understanding of diversity and the need for teamwork
5. Communicate information to a variety of audiences using appropriate written, spoken, and/or visual methods

## Course Learning Outcomes

Upon completion of this course, you should be able to do the following:

1. Demonstrate competence in a variety of academic and/or professional speaking situations.
  - a. Present a speech teaching your audience how to perform a specific task or skill
  - b. Present a speech focusing on a specific community service or problem
  - c. Present a persuasive speech
  - d. Present a ceremonial speech that praises a person, place, object or event for its positive contributions to society.
2. Demonstrate competence in the use of language.
3. Demonstrate competence in voice control.
4. Demonstrate competence in the nonverbal communication of a message.

## Required Textbook

*The Art of Public Speaking*, 8<sup>th</sup> ed., by Stephen Lucas, published by McGraw Hill, ISBN 0-07-293821-8

## Other Required Materials/Software

One, unused video cassette tape

3"x5" index cards.

## Learning/Teaching Methods

Lectures, student discussions, collaborative work, and student speeches

## Course Requirements / Methods of Evaluation

To demonstrate attainment of learning outcomes for COM 231, you must achieve an overall average of 78(C) or better. To achieve these learning outcomes, you must successfully complete the following:

- |  |            |
|--|------------|
| 1. Speech #1 (self introduction)             | No Grade   |
| 2. Speech #2 (Community Service speech)      | 10 percent |
| 3. Speech #3 (How-to-do-it speech)           | 10 percent |
| 4. Speech #4 (Persuasive Speech)             | 15 percent |
| 5. Speech #5 (Ceremonial speech: final exam) | 20 percent |
| 6. Outlines                                  | 10 percent |
| 7. Self Evaluations                          | 5 percent  |
| 8. Peer Evaluations                          | 5 percent  |
| 9. Exam #1                                   | 10 percent |
| 10. Exam #2                                  | 10 percent |

## Grading Policy/Criteria

Liberal Arts classes use a seven-point grading scale. Your instructor will use the following scale in determining your grade:

- A = 100 – 93
- B = 92 – 85
- C = 84 – 78
- D = 77 - 70
- F = Below 70

After the establishment of a specific speech date, you will under no circumstances be expected to present your speech at an earlier time unless you request to do so. On the other hand, **if you are not prepared to present your speech on the specifically assigned day, you may forfeit seven (7) points of the grade assigned to that specific speech.** Seven points will be deducted for each day that the speech is late. Under no circumstances will your speech be delayed beyond the week assigned for the specific type of speech. If all other speeches have been completed and you are still unprepared, you will receive

a grade of ZERO for the specific speech assignment. Should you know that you will be absent on the day you are assigned to speak, you should request to do your speech early.

### **Academic Integrity Statement**

If you are caught taking possession of any academic material (test information, research papers, notes, etc.), giving help during a test, or submitting papers and reports as original work when they are not entirely your own work, you are guilty of academic dishonesty. This conduct will result in a failing grade on the assignment or test in question.

### **Students with Disabilities**

If you have a physical or learning disability, you should contact the Disability Coordinator, Mrs. Caroline Smith, WLC 115, call 735-5152, ext. 223, or e-mail [csmith@waynecc.edu](mailto:csmith@waynecc.edu).

### **Non-Discriminatory Statement**

Wayne Community College is committed to a policy of providing educational opportunities to all students regardless of economic or social status, beliefs, sexual orientation, age, national origin, or physical or mental disability.

### **Student Attendance Policy**

The college considers regular class attendance essential to good scholarship and to a workplace ethic that emphasizes responsibility and commitment. Therefore, you must attend 80% of the total hours of this class to receive a passing grade. Your instructor will excuse no absences. If you miss more than 20% of the class meetings (10 hours) before the last day for dropping a course, you will receive a grade of W. After the last day to drop, you will receive a WF.

You cannot make up an absence but will be expected to make up any work you miss. When you miss a class, you should check with another student or your instructor to find out about assignments made while you were absent and have them completed by the date they are due.

You should come to class on time and should not ask to leave early. If you are late, you will be counted absent unless you ask your instructor after class to have the absence changed to a tardy. Three tardies will be counted as one absence. If you are more than ten minutes late or leave class more than ten minutes early, you will be counted absent.

### **Additional Information From the Instructor/Miscellaneous**

#### **1. Phones/Pagers/Beepers**

Cell phones, beepers, and walkie-talkies cause unnecessary disruption to the teaching/learning process. Out of courtesy to others, all systems of communication should be in quiet position during class.

#### **2. Papers and Written Assignments**

All written work submitted in this class must be typed with standard 1" margins, in Times New Roman, 12 point font, and double-spaced. Any work that is submitted untyped will receive a zero. Work may be submitted by e-mail in MS Word format, before the assigned due date. No electronic submissions will be accepted after the class period in which the assignment is due.

## INFORMATIVE (COMMUNITY SERVICE) SPEECH ASSIGNMENT

### **Rationale:**

Often you will be asked to represent your company or organization to the public. This type of speech can often become a persuasive plea for some sort of action, but many times you are simply asked to let people know what type of service your organization performs. No particular action is being requested, you simply want people to know what you do and what you represent. This speech is designed to allow you to introduce an organization or problem in the community.

### **Assignment:**

You are asked to prepare a speech that is between 3:30 and 4:30 in length. For this speech, you will research a community service organization or a problem within the community. You will organize your findings into an informative speech, wherein you discuss the activities of the organization, what challenges the organization faces, and how the organization can use volunteers. The three main points of the speech will surround the answers to these questions. Should you decide to present a community problem, your main points will surround the answers to the questions of what the problem is, what is being done about it, and how we as citizens can help.

### **Requirements:**

1. The speech must be between 3 ½ minutes and 4 ½ minutes. Anything longer or shorter will be penalized.
2. The speech must have sufficient cited source materials. You may find documentation to back your speech, but you must also conduct an interview to gather information. Each main point must be backed by a source, with a minimum of 3 sources in the speech.
3. Choose an organization that is interesting and involved in the community, or a problem that is pervasive in the community. Take this speech seriously, as you might actually have an impact on your community through delivery of this speech.
4. You may use no more than 3 note cards. The note cards may be no more than 3”X5”. You may write only on one side of the note card.
5. Use a clear organizational pattern. The work that you put into your outline before your speech will pay off in a clearly organized and logical speech. A speech with no clear organizational pattern or structure will be penalized. You should meet with me to look over your outline if you are unsure as to this requirement.
6. Include a preview statement, transitions, and summary. These components will help your audience to listen to and remember your speech. REMEMBER “say what you’re going to say, say it, and say what you’ve said.”
7. Adapting to your audience is expected. You cannot assume that your audience shares your interest in your topic. It is up to the speaker to indicate the relevance of the topic to the audience members in the introduction (WIIFM). Additionally, you must try to continue to relate the topic to the people in your audience throughout the speech by drawing upon common experience.
8. Dress professionally. A clean appearance will help your credibility and confidence. Don’t wear anything that can distract your audience away from your speech.

9. Appropriate nonverbals are expected. Making eye contact with your audience, gesturing naturally, standing up straight (yet relaxed) all enhance your credibility as the speaker. Nonverbals that detract from your speech may negatively affect your speech grade.
10. Work with your voice to maximize effectiveness. A speaker who speaks too quickly or too quietly to be understood is not an effective speaker. Use notes to remind yourself to slow down, speak up, etc.
11. Make your speech cohesive. Use the techniques discussed in class to create a speech that makes sense from start to finish. Don't leave your audience with unanswered questions after this speech. Do your best to introduce your topic, present the information in the body, and then pull it all together in the conclusion. Work to give your audience a sense of closure in the conclusion.
12. You must turn in your outline, works cited page and note cards at the time you speak. Failure to have all elements ready at the time you speak will result in a five point deduction from your speech grade. **NO EXCEPTIONS!!**

## SPEECH EVALUATION FORM

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

Sources: \_\_\_\_\_

Time: \_\_\_\_\_

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### ORGANIZATION

#### INTRODUCTION:

- Attention Getter:
- WIIFM (relate to audience)
- Preview:

Transition?

#### BODY:

Main Point #1:

- Source?
- Transition?

Main Point #2:

- Source?
- Transition?

Main Point #3:

- Source?
- Transition?

#### CONCLUSION

Review Main Points  
-Order?

Restate Purpose

Closure

## Speaking Rubric

Speaker \_\_\_\_\_ Date \_\_\_\_\_

Topic \_\_\_\_\_ Time \_\_\_\_\_

INTRODUCTION	(HIGH)		(LOW)		Comments
Gained attention and interest	4	3	2	1	
Related to Audience	4	3	2	1	
Previewed body of speech	4	3	2	1	

### BODY

<i>Main points clearly stated</i>	4	3	2	1	
Order of ideas consistent	4	3	2	1	
Organization well-planned	4	3	2	1	
Language specific, accurate	4	3	2	1	
Language appropriate	4	3	2	1	
Transitions presented, effective	4	3	2	1	
Sources presented and credible	4	3	2	1	

### CONCLUSION

Reviewed Main Points	4	3	2	1	
Reinforced Purpose	4	3	2	1	
Provided Closure	4	3	2	1	

### DELIVERY

<i>Maintained appropriate volume</i>	4	3	2	1	
<i>Used voice effectively</i>	4	3	2	1	
Used visual aids effectively	4	3	2	1	
Used appropriate nonverbals	4	3	2	1	
Maintained Eye Contact	4	3	2	1	
Maintained appropriate tone	4	3	2	1	
Used Appropriate Gestures / Posture	4	3	2	1	

### OVERALL ASSESSMENT

Topic Relevant / Engaging	4	3	2	1	
Speech Completed in Time Limit	4	3	2	1	
<i>Speaker's Appearance Appropriate</i>	4	3	2	1	
<i>Speaker Maintained Credibility</i>	4	3	2	1	

## **INTRODUCTION**

### *Gained Attention and Interest:*

- 4:** speaker's attention getter is clear, compelling, relevant and draws the audience into the speech.
- 3:** speaker's attention getter is too long or disjointed, but relatively effective in grabbing the attention of the audience.
- 2:** speaker's attention getter lacks substance, was not well thought out, or is loosely related to the topic at hand.
- 1:** speaker's attention getter is totally irrelevant, inappropriate, offensive, or other wise turns the audience off.
- 0:** speaker makes no attempt to grab the attention of the audience.

### *Related to Audience:*

- 4:** speaker recognizes a connection between the topic and the needs of his/her audience. The speaker presents a clear reason for the audience to listen, and they seem to respond appropriately. The speaker includes some reference to his/her own expertise or credibility on the subject at hand, and it is compelling.
- 3:** speaker recognizes a connection between the topic and the needs of the audience. The speaker fails to clearly relate that to the audience. The speaker relies on his or her own experience in relating credibility.
- 2:** speaker has generic "this could happen to you" relationship between the topic and audience. Speaker indicates a lack of credibility on the topic, or seems otherwise uninformed.
- 1:** speaker has topic unrelated to audience, has a poor attempt to relate to the audience, and no apparent credibility on the topic. Speaker has credibility on the topic but does not have any relevance of the topic to the audience.
- 0:** speaker makes no attempt to relate the topic to the audience, offers no credibility on the topic, or otherwise offends the audience.

### *Previewed the body of the speech*

- 4:** speaker states the topic of the speech as well as previews all of the main points to be discussed in the speech. The preview is clear, concise and easily remembered by the audience. The speaker speaks slowly enough for the main points to be easily identifiable.
- 3:** speaker states the topic of the speech, and previews the main points to be discussed, but his or her preview is too long, too technical, or too fast for the audience to understand easily.
- 2:** speaker states the topic of the speech, but only previews a few of the main points to be discussed in the body. It is too long, too short, too disjointed or too technical for the audience to understand easily.
- 1:** speaker fails to state the EITHER the topic of the speech OR the main points of the speech.
- 0:** speaker fails to state BOTH the topic of the speech AND the main points to be discussed in the speech.

## **BODY**

### ***Main Points Clearly Stated***

- 4:** speaker clearly states the main points in a clear, consistent and compelling way.
- 3:** speaker switches the order of the main points, but still states them in a clear and compelling way.
- 2:** speaker fails to articulate the main points clearly, or fails to state one or more of them.
- 1:** speaker does not distinguish between main points.
- 0:** speaker has no clear main points.

### ***Order of Ideas Consistent***

- 4:** speaker's supporting material follows the main ideas in a logically organized manner. The supporting material is compelling. Speaker offers a variety of examples, testimony, documentation or other support. The speaker has a balance of information with each main point.
- 3:** speaker's supporting material is good, comes from a variety of sources, but doesn't seem to be balanced. The speaker spends too much time on one point and not enough on others.
- 2:** speaker's supporting material is okay, but does not come from a variety of sources. Some material seems out of place or thrown in with no clear reason.
- 1:** speaker's logic and organization are difficult to follow. Supporting material comes from only one form of research. Speaker seems unsure of the argument offered in his or her research.
- 0:** speaker's logic and organization are impossible to discern. There seems to be no clear pattern of argument or no method to the presentation. Speaker is "winging it."

### ***Organization Well Planned***

- 4:** speaker's main points and supporting material are clear and to the point. There are no discernable leaps in logic. Supporting material is well-organized and fit well within the argument being presented. The claim is well supported with a variety of evidence.
- 3:** speaker's main points and supporting material are good, but there seems to be missing steps in the argument. The supporting material comes from a variety of sources but may be biased.
- 2:** speaker's main points and supporting material do not clearly link. There are significant holes in the research. The speech lacks a variety of supporting material. The argument is garbled at best.
- 1:** speaker made minimal attempt at organizing the speech. It is difficult to understand the claim being presented. The supporting material does not aid in the argument, or is missing altogether.
- 0:** speaker made no attempt to organize the material and seems to lack direction. Speaker is "winging it."

### *Language is Specific, Accurate and Appropriate*

- 4:** Speaker speaks clearly and articulately. Speaker's words conjure images of his or her topic. Speaker is specific enough for the audience to easily understand even difficult concepts. Speaker monitors audience comprehension and adapts as necessary. Speaker has an artistic quality to his or her style. Speaker uses no slang or inappropriate language.
- 3:** Speaker doesn't articulate as well as he or she should, but the words are powerful and conjure images as necessary. Speaker doesn't always adapt to the feedback of the audience. Speaker has difficulty explaining some advanced concepts.
- 2:** Speaker uses words inappropriately. Speaker doesn't articulate clearly and often mispronounces words. Speaker speaks on too elementary a level for the audience or the topic at hand. Speaker has broad vague description and has little artistic quality to his or her speech.
- 1:** Speaker uses vague description. Speaker uses slang terminology. Speaker seems unfamiliar with the words he or she is trying to say. Speaker often mispronounces words and articulates poorly. Speaker consistently uses words inappropriately.
- 0:** Speaker is impossible to understand. Speaker uses language that is inappropriate. Speaker demeans the audience.

### *Transitions Presented and Effective*

- 4:** Speaker's transitions are weaved into the fabric of the speech, and do not seem forced. All transitions are presented. The transitions clearly move the speech from one topic to the next. Transitions are worded in a manner that the audience can easily follow the flow of the speech. Transitions are creative and effective.
- 3:** Speaker's transitions are all presented in the speech, but could be more creatively worded. They are somewhat predictable, "Now that we understand X, let us discuss Y." Transitions are presented in a way that the audience can easily follow the speech.
- 2:** Speaker's transitions are poorly presented in the speech. Speaker uses verbal cues as transitions, i.e. "Firstly," "On the other hand." Speaker only states a few of the necessary transitions.
- 1:** Speaker has no clear transitions between the introduction and body or between the body and conclusion. Between main points he or she simply says "Next," or something equally as ineffective.
- 0:** Speaker does not separate main points with transitions.

### *Sources Presented and Credible*

- 4:** speaker states the sources of his or her supporting material. Each source's qualifications are presented with the information. The sources are woven into the flow of the speech, and do not distract

from it. Supporting material comes from a variety of sources, and those sources are credible on the topic at hand.

- 3:** speaker states the sources of his or her supporting material, but sometimes forgets to qualify the source. The sources are woven into the flow of the speech, but at times seem forced. Speaker may have to back up to state a source that he or she left out. Supporting materials' source credibility may be unclear.
- 2:** speaker states a few of his or her sources, but doesn't offer any qualification for those sources. Speaker does not offer a variety of research, or relies totally on internet sources. Speaker fails to weave the sources in to the speech, and he or she often says, "That information was found in..."
- 1:** speaker fails to state sources clearly, often referring to "a book I read," or "a web page I visited." Speaker doesn't weave the sources into the speech, but rather forces them.
- 0:** speaker fails to state sources for the information presented in the speech.

## CONCLUSION

### *Reviewed Main Points*

- 4:** speaker clearly restates all the main points in the order that they were presented in the speech. Speaker uses clear, concise language that is easy for the audience to understand.
- 3:** speaker restates all the main points, but changes the order from that of the body. Speaker uses language that is easy for the audience to understand.
- 2:** speaker restates some of the main points, but changes the language or otherwise makes it difficult for the audience to understand.
- 1:** speaker restates some of the information mentioned in the body of the speech, but it is unclear to the audience.
- 0:** speaker does not restate the main points of the speech.

### *Reinforced Purpose*

- 4:** speaker prepares the audience for the end of the speech by reminding the audience of the purpose of the speech. He or she may remind the audience of the specific action requested by the speech. Speaker reminds the audience of why the topic is timely and relevant to their lives.
- 3:** speaker reminds the audience of the purpose of the speech, but may not clearly remind the audience of the importance of the topic. Speaker may state his or her credibility, but fail to relate to the audience, or vice versa.
- 2:** speaker restates the purpose of the speech in a boring, unimaginative way.
- 1:** speaker contradicts him or herself.
- 0:** speaker does not reinforce the purpose of the speech.

### *Provided Closure*

- 4:** speaker ends the speech on a positive note. Speaker leaves the audience with optimism. Speaker ties up all loose ends, and creates psychological unity for the speech.
- 3:** speaker ties up all loose ends. Speaker may rush through the end of the speech, or speaker may forget to reinforce the intended action.
- 2:** speaker rushes through the end of the speech, and may leave a few loose ends. Speaker may leave the audience more overwhelmed than optimistic.
- 1:** speaker ends the speech abruptly, without preparing the audience for the end.
- 0:** speaker simply quits speaking without providing any form of closing remarks.

## **DELIVERY**

### *Maintained Appropriate Volume*

- 4:** Speaker maintained a comfortable volume throughout the speech. He or she used varying volume and intensity to emphasize important points. There were no obvious difficulties in hearing the speaker.
- 3:** Speaker may have needed one cue to increase or decrease the volume, but after one cue, they maintained a comfortable volume throughout the speech. Speaker may not have used changes in volume as effectively as possible.
- 2:** Speaker's volume tapered off throughout the speech, and at times was nearly inaudible. Speaker may also have been speaking entirely too loudly for the audience and situation. Cues to alter the volume may or may not have been heeded by the speaker.
- 1:** Speaker was inaudible for large portions of the speech. Attempts to get the speaker to improve volume were unheeded.
- 0:** Speaker made no attempt to ensure that the audience could hear them. Speaker made no attempt to change his or her volume.

### *Used Voice Effectively*

- 4:** Speaker varied tone, volume, inflection, etc. in accordance with the topic and material being presented. Speaker used strategic pauses to emphasize importance. Speaker maintained the audience's attention by changing volume and pace in accordance with the material.
- 3:** Speaker varied tone, volume, pitch and inflection. Speaker did not emphasize important points, or did not pause to let the audience absorb importance.
- 2:** Speaker rushed through the speech without much concern for vocal variety. Speaker had many pauses and was monotone for large segments of the speech.
- 1:** Speaker had many verbal fillers, pauses and spoke in a monotone fashion throughout the speech.
- 0:** Speaker's voice was totally monotone and it was difficult to listen.

### *Used Visual Aids Effectively*

- 4:** Speaker's visual aid was well-constructed, well-thought out, useful and appropriate. Speaker was able to weave the visual aid into the speech. Speaker concealed the visual aid until it was relevant and concealed it after he or she was done discussing it. Speaker discussed the visual aid without turning his or her back to the audience. Speaker's visual aid was a helpful tool for the audience to understand the speech.
- 3:** Speaker's visual aid was well-constructed, well-thought out, useful and appropriate. Speaker was able to weave the visual aid into the speech. Speaker failed to conceal the visual aid until relevant.

- Speaker may have temporarily read from the visual aid, losing eye contact with the audience.
- 2: Speaker's visual aid was fairly well constructed and useful. Speaker referred to the visual at the appropriate time. Speaker may have forgotten to conceal the visual aid either before or after its use. Speaker may have turned his or her back to the audience when referring to the visual aid.
  - 1: Speaker's visual aid was poorly constructed or the speaker read directly from the visual. Speaker did not conceal the visual aid before or after its use. Speaker's visual aid was not a useful tool for the audience to understand the speech. Speaker had not thought out the visual aid.
  - 0: Speaker either did not provide a visual aid, did not refer to his or her visual aid, or had a completely useless visual aid.

### *Used Appropriate Nonverbals, Gestures and Posture*

- 4: Speaker used body language, facial expressions and gestures in a way that added to the speech. The speaker's body language showed interest in the topic, concern for the audience's understanding and confidence.
- 3: Speaker used body language and facial expressions that seemed fake or forced. Speaker attempted to show confidence and interest in the topic. Speaker's facial expression may have been out of context with the topic at times.
- 2: Speaker read from his or her notes, rarely showing emotion or energy. Occasionally would smile or use body language effectively or appropriately.
- 1: Speaker used facial expression and body language, but leaned on the podium, had distracting mannerisms or gestures, or otherwise distracted the audience.
- 0: Speaker slouched over the podium, shuffled his or her feet, had hands in his or her pockets, or kept arms crossed throughout the speech.

### *Maintained Eye Contact*

- 4: Speaker only referred to notes once or twice for sources or other pertinent information, but otherwise maintained eye contact with the audience. Speaker seemed to scan the audience and be inclusive of the whole audience.
- 3: Speaker made a conscious effort to maintain eye contact, but may not have scanned the entire audience. Speaker may have looked at a few specific people. Speaker referred to notes a few times.
- 2: Speaker looked at notes a good bit. Speaker looked only at one or two people in the audience. Speaker seemed to rely heavily on his or her notes for the order of the main ideas.

- 1:** Speaker read the material directly from the note card, looking up only rarely. Speaker made no attempt to scan audience or monitor audience reaction.
- 0:** Speaker never looked at the audience.

*Maintained Appropriate Tone*

- 4:** Speaker's tone was appropriate to the topic at hand. The speaker used voice effectively to indicate humor, seriousness, irony, etc. Speaker did not laugh inappropriately, and speaker did not allow audience reaction to alter the delivery in a negative way.
- 3:** Speaker's tone was appropriate for the most part. The speaker made a conscious effort to use vocal dynamics. Speaker may have been distracted by audience laughter or other reaction.
- 2:** Speaker had nervous laughter or other loss of composure during serious parts of speech, or speaker was too serious for a light-hearted speech.
- 1:** Speaker did not seem to take assignment seriously, but was able to maintain composure, despite monotone delivery.
- 0:** Speaker made no effort to maintain professionalism or appropriate tone.

## **OVERALL ASSESSMENT**

### *Topic Relevant and Engaging*

- 4:** Speaker chose a topic that was timely and relevant to the audience. Speaker used a variety of examples to relate the topic to the audience. The topic was informative and interesting. Speaker made an effort to include the audience in the speech.
- 3:** Speaker chose a topic that was relevant to the audience and related it to the audience in the introduction. Speaker may not have continuously used local examples or relate the speech to the audience through the body. Speaker made an effort to show a connection between the topic and the audience.
- 2:** Speaker chose a topic upon which many people would have already been well-informed, or speaker chose an irrelevant (indisputed) persuasive topic. Speaker made an attempt to use local examples.
- 1:** Speaker chose a boring or overdone topic and made no attempt to make it interesting for the audience. Speaker did not use local examples or relate to events with which the audience would be familiar.
- 0:** Speaker chose a topic that everyone already knows about or an argument with which everyone agrees. Speaker made no attempt to include the audience in the speech.

### *Speech Completed in Time Limit*

- 4:** Speaker was able to complete the speech within the time limit, without rushing any element. Speaker finished the speech confidently.
- 3:** Speaker was able to complete the speech within 15 seconds of the time limit, or speaker had to rush or cut out some material to meet the time limit.
- 2:** Speaker completed the speech within 30 seconds of the time limit, but had to cut material or had to ramble for material.
- 1:** Speaker completed the speech within 45 seconds of the time limit.
- 0:** Speaker violated the time requirements by 45 seconds or more, or did not finish the speech.

### *Speaker's Appearance Appropriate*

- 4:** Speaker dressed professionally and confidently. Speaker did not wear anything that would have been distracting for the audience. Speaker had no distracting mannerisms. Speaker made sure that his or her attire did not detract from his or her speech.
- 3:** Speaker dressed casually but was confident. There was no distracting words or patterns on his or her clothing that may have distracted the audience. The speaker may have had a few distracting mannerisms.
- 2:** Speaker made no attempt to look professional. Speaker may have been told to remove headwear. Speaker may have worn a t-shirt with

writing or other logos, which can distract the audience. Speaker had some distracting mannerisms.

- 1: Speaker was dressed sloppily or clothing was too revealing. Audience was distracted by excessive jewelry, accessories, or hair. Speaker did not remove headwear when asked.
- 0: Speaker's attire and grooming were totally inappropriate for speaking.

### **Speaker Maintained Credibility**

- 4: Speaker used a variety of research to support his or her claims. Speaker demonstrated some expertise on the topic. Speaker used personal anecdotes for the audience, which showed credibility and concern.
- 3: Speaker used a variety of research to support his or her claims. Speaker demonstrated some credibility, but may not have maintained that credibility throughout the speech.
- 2: Speaker used some example or anecdote that sabotaged his or her credibility, but otherwise had credible research.
- 1: Speaker offered no research beyond his or her own experience.
- 0: Speaker insulted the audience, contradicted him/herself or otherwise sabotaged his or her credibility.

**An "A" speech will earn between 93 and 100 points.**

**A "B" speech will earn between 85 and 92 points.**

**A "C" speech will earn between 78 and 84 points.**

**A "D" speech will earn between 70 and 77 points.**

**An "F" speech will earn between 0 and 69 points.**

**\*\*To be considered competent in the area, a student must earn at least a C on the given speech.\*\***

**Arts and Sciences  
General Education Outcomes**

**Writing Outcome (2005-06)**

Upon completion of an Associate of Arts, Associates of Science or Associate of Fine Arts degree, students should be able to communicate effectively through writing.

**Core Outcomes**

1. Recognize and use the key elements of sentence structure, especially those relevant to writing coherent, multi-paragraph papers
2. Recognize and use the components of effective essay development
  - a. Recognize, analyze, and correct errors in thesis statements, outlines, and multi-paragraph papers
  - b. Construct an acceptable thesis statement and outline for a five-paragraph essay
  - c. Develop at least two unified, coherent five-paragraph essays using a predetermined method of development
  - d. Identify and correct errors in your own five-paragraph essays
3. Recognize and use the components of effective critical writing
  - a. Construct an acceptable thesis statement and outline for a multi-paragraph critical essay
  - b. Demonstrate the ability to analyze and use quotations in your writing
    - (1) Choose effective quotations
    - (2) Incorporate the quotations in a critical essay
    - (3) Document the quotations accurately
4. The student will be able to develop a coherent 5 paragraph essay.

**Assessment Plan**

**All** faculty members in Arts and Sciences are responsible for assessing student learning outcomes related to writing skills. The classes listed in the grid are those that are more writing intensive.

<b>Objective</b>	<b>Disciplines</b>	<b>Classes/Students</b>	<b>Measures/Criteria</b>	<b>Assessments</b>	<b>Schedule</b>	<b>Responsibilities</b>
Outcome 1-4	English	ENG 102, 111, 113, 114, 125, 231,232,241, 242	Writing is the primary focus of these courses. College adopted criteria are being developed as standard for assessment (essays; research papers; speeches; poetry; short stories)	Writing rubric Teacher-made tests External review Peer review	Classroom assessment is on-going. Writing samples (common graded assignment) selected annually for course, program and college-wide assessment	English faculty
Outcomes 1,3	Communications	COM 231	Scripted speeches require competency in writing skills	Writing rubric; teacher/peer assessment	On-going classroom assessment	Speech faculty
Outcomes 1-4	History	HIS 111, 112, 131, 132,162	Students write research papers, short essays on related topics	Writing rubric; portfolio samples	On-going classroom assessment; sample papers selected for external review in alternating semesters	History faculty

### **Assessment Report**

The majority of courses in the A&S division has a writing component that is clearly defined in each course syllabus. Full and part-time instructors are encouraged to use the adopted college-wide writing rubric for evaluating writing assignments. The courses listed above are the most writing intensive. On-line courses in all disciplines tend to be writing intensive and will be reviewed during the 2006- 07 year.

### **Assessment Strategies**

Consistency in evaluation of writing assignments is a goal of the assessment initiative. With the adoption of a standard set of writing criteria and the development of a rubric to assess these criteria, instructors in all disciplines will have a better road-map to evaluate writing across the curriculum. Workshops are planned to assist all instructors in the use of the writing rubric. A Writing Center is in operation for all students seeking additional assistance with adopted writing criteria. A discussion of the process for collecting and evaluating student artifacts for assessing writing competencies was initiated in summer 2005

Discussion of implications and recommendations  
**Improvement Plan** (to be completed by **spring 2006**)

Objective and rationale (findings)	1. It was noted as early as summer 2005 that more pre and post testing (ENG 111, 113,114) to establish students skill levels; and set/establish base-line data for assessment purposes
Activities	
Responsibility	
Timeline	
Resources	
Assessment	

**Improvement Plan Results**

Did it work?

**Objective**

<b>Activities Completed</b>	<b>Resource Expended</b>	<b>Assessment</b>	<b>Future Plans</b>

**WAYNE COMMUNITY COLLEGE**  
*Eng 111-03 Expository Writing*  
*Spring 2005*  
*9:00,MWF, DOG 206*

**Class Hours: 3    Lab: 0**  
**Semester Hours: 3**

**Clinical/Wk Exp: 0**

**Instructor Information**

Instructor: Sharon Royal  
Office Location: DOG 316  
Telephone Numbers: 735-5152, ext. 317  
Office Hours: MWF 11:00; TH 9:00; and by appointment  
E-Mail Address: sharonr@waynecc.edu  
FAX Number:

**Course Description (CCL)**

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.

**Prerequisite**

ENG 090 (C or better) or appropriate score on English placement test (AW = 44+, COMPASS = 71+) and RED 090 or appropriate score on reading placement test (AW = 42+, COMPASS = 80+)

**Co-requisite**

None

**Program Learning Outcomes**

The Associate Degree Programs in arts, science, and fine arts prepare students to transfer to a four-year college for a baccalaureate degree (B.A. or B.S.). Graduates of these two-year programs complete the academic requirements and develop the skills in analysis, interpretation, and communication necessary for transfer to a four-year institution.

Students enrolled in these programs should be able to do the following:

6. Recognize characteristics of life-long learning: independent thinking, self-discipline, and ethical behavior
7. Demonstrate the technological skills needed to advance academic pursuits at a senior institution
8. Apply a set of analytical and problem-solving skills to real-world situations
9. Demonstrate interpersonal skills that reflect an understanding of diversity and the need for teamwork
10. Communicate information to a variety of audiences using appropriate written, spoken, and/or visual methods

**Course Learning Outcomes**

Upon completion of this course, you should be able to do the following:

1. Recognize and use the key elements of sentence structure, especially those relevant to writing coherent, multi-paragraph papers
2. Recognize and use the components of effective essay development

- a. Recognize, analyze, and correct errors in thesis statements, outlines, and multi-paragraph papers
  - b. Construct an acceptable thesis statement and outline for a five-paragraph essay
  - c. Develop at least two unified, coherent five-paragraph essays using a predetermined method of development
  - d. Identify and correct errors in your own five-paragraph essays
3. Recognize and use the components of effective critical writing
    - a. Construct an acceptable thesis statement and outline for a multi-paragraph critical essay
    - b. Demonstrate the ability to analyze and use quotations in your writing
      - (1) Choose effective quotations
      - (2) Incorporate the quotations in a critical essay
      - (3) Document the quotations accurately
  4. Explore cultural diversity by analyzing a number of diverse reading selections

### **Required Textbook**

*The Sundance Writer: A Rhetoric, Reader, Handbook*, 2<sup>nd</sup> ed., by Mark Connelly, published by Heinle & Heinle,

*A Pocketful of Prose: Vintage Short Fiction*, vol. II, by David Madden, published by Heinle & Heinle.

*The Big Fish* by Daniel Wallace, published by Penquin.

**The first two books are shrink-wrapped together and have a single ISBN: 0-8384-0545-2.**

### **Other Required Materials/Software**

A good college dictionary

3- ring binder

A 3.5 HD computer disk

A thesaurus (optional)

### **Learning/Teaching Methods**

Lectures, student discussions, collaborative work, and writing assignments

### **Course Requirements / Methods of Evaluation**

To demonstrate attainment of learning outcomes for ENG 111 and to go on to ENG 113 or ENG 114, you must achieve an overall average of 78 or better. To achieve these learning outcomes, you must successfully complete the following:

1. One expository essay
2. One critical essay
3. One essay whose method of development will be determined by the instructor
4. At least two tests
5. Additional reading and writing projects

### **Grading Policy/Criteria**

Language and Communications classes use a seven-point grading scale. Your instructor will use the following scale in determining your grade:

A	=	100 – 93
B	=	92 – 85
C	=	84 – 78
D	=	77 - 70
F	=	Below 70

Assignments are due at the beginning of the class period. Work turned in at the end of class (or later) may receive a reduction in grade. Work turned in late because of an absence may also receive as reduction in grade. **When you miss a class or classes, you are responsible for the work you miss.** Therefore, you should make arrangements with the instructor to make up the work as soon as possible. Your instructor may impose a time frame for completing the work.

### **Academic Integrity Statement**

If you are caught taking possession of any academic material (test information, research papers, notes, etc.), giving help during a test, or submitting papers and reports as original work when they are not entirely your own work, you are guilty of academic dishonesty. This conduct will result in a failing grade on the assignment or test in question.

### **Students with Disabilities**

If you have a physical or learning disability, you should contact the Disability Coordinator, Mrs. Caroline Smith, WLC 115, call 735-5152, ext. 223, or e-mail [csmith@waynecc.edu](mailto:csmith@waynecc.edu).

### **Non-Discriminatory Statement**

Wayne Community College is committed to a policy of providing educational opportunities to all students regardless of economic or social status, beliefs, sexual orientation, age, national origin, or physical or mental disability.

### **Student Attendance Policy**

The college considers regular class attendance essential to good scholarship and to a workplace ethic that emphasizes responsibility and commitment. Therefore, you must attend 80% of the total hours of this class to receive a passing grade. Your instructor will excuse no absences. If you miss more than 20% of the class meetings (7) before the last day for dropping a course, you will receive a grade of W. After the last day to drop, you will receive a WF.

You cannot make up an absence but will be expected to make up any work you miss. When you miss a class, you should check with another student or your instructor to find out about assignments made while you were absent and have them completed by the date they are due.

You should come to class on time and should not ask to leave early. If you are late, you will be counted absent unless you ask your instructor after class to have the absence changed to a tardy. Three tardies will be counted as one absence. If you are more than ten minutes late or leave class more than ten minutes early, you will be counted absent.

### **Additional Information From the Instructor/Miscellaneous**

#### **3. Phones/Pagers/Beepers**

Cell phones, beepers, and walkie-talkies cause unnecessary disruption to the teaching/learning process. Out of courtesy to others, all systems of communication should be in quiet position during class.

### **Course Outline**

See attachment.

## WRITING RUBRIC – ENGLISH 111

The following rubric is based upon and measures the Course Learning Outcomes for English 111 in which students learn specific, measurable skills in writing unified, coherent, well-developed essays using standard English. The emphasis in this class is placed on audience analysis, topic selection, thesis support and development, editing, and revision.

This rubric is designed to meet Wayne Community College-Wide Learning Outcome #1 which states: “Upon successful completion of the requirements for a degree at Wayne Community College, the graduate will be able to demonstrate speaking, writing, and reading skills necessary to communicate effectively.”

The grading scale for this rubric is based on a numerical system of 1-4 with 4 being the highest credit given to any one standard of measurement, while 1 is the lowest score.

**1. The student uses a pre-determined method of development**

- a. The student uses a format appropriate to purpose \_\_\_\_\_
- b. The student fulfills assignment directions \_\_\_\_\_
- c. The student uses manuscript form \_\_\_\_\_

**2. The student recognizes, analyzes, and corrects errors in thesis statements, outlines, and multi-paragraph papers.**

- a. The student proofreads to ensure corrections \_\_\_\_\_
- b. The student uses language which is clear, concise, and appropriate \_\_\_\_\_
- c. The student uses proper outline structure for either topical or sentence outlines \_\_\_\_\_
- d. The student uses proper grammar and grammatical structure, focusing on verb usage, pronoun usage, subject/verb agreement, and other proper mechanical usage \_\_\_\_\_
- e. The student uses proper grammar skills, focusing on punctuation, capitalization, and spelling \_\_\_\_\_

**3. The student develops a coherent 5-paragraph essay**

- a. The student formulates a focused, defensible thesis \_\_\_\_\_

b. The student develops an effective introduction and conclusion \_\_\_\_\_

c. The student organizes ideas that develop the thesis using body paragraphs as specific support \_\_\_\_\_

d. The student organizes major ideas logically and consistently \_\_\_\_\_

e. The student provides transitions which smoothly link ideas \_\_\_\_\_

f. The student checks for adequate content and sufficient \_\_\_\_\_

**4. The student demonstrates the ability to analyze and use quotations in writing**

a. The student chooses effective quotations \_\_\_\_\_

b. The student incorporates quotations in a critical essay \_\_\_\_\_

c. The student documents quotations accurately \_\_\_\_\_

## APPENDIX

### Arts and Sciences Assessment Plan

Curriculum Improvement Process – Assessment Plan Timeline to Date (2004 – 2006)

## Curriculum Improvement Process - Assessment Plan Time Line to Date

Academic Year 2004-2005

- SACS Leadership Team began review and refinement of definition of *student learning* and review of college-wide (general education) student learning outcomes

January 2004
- Held internal/external Focus Groups to review and redefine College level outcomes (competencies)

• College level outcomes approved by Administrative Council and reviewed by Board of Trustees

• Re-wrote Educational Philosophy of College to reflect learning centered philosophy

• **Quality Enhancement Team organized to develop QEP topic and strategies**

March 2004
- Pilot SAM/TOM in some CIS 110 and CIS 111 (Vicky Lassiter and Lana Mason)

Fall 2004
- Quality Enhancement Plan topic selected; focus on improving student learning in the area of developmental mathematics; committee work on-going

• All programs of study formally reviewed and revised Program Level Outcomes as needed

• Revised course syllabi format; emphasized course level student learning outcomes

• College faculty developed matrices to illustrate how college-level outcomes are incorporated into program and course level student

Spring 2004

- learning outcomes
- Compilation of articles on student learning and developmental education put on reserve in WCC library
  - Allied Health, Public Services and Human Services Division developed format for showing how “general education outcomes” (MATH example) are incorporated into courses within the various programs of study (samples to be used college-wide)
- 
- Course syllabi put on-line March 2005
  - Revised College Mission Statement and updated Strategic Planning Guide to reflect learning centered philosophy (reflected in long and short term goals)
- 
- Received data on NC Performance Standards – WCC rated superior; Includes data on students’ success as they transfer to UNC system May 2005
- 
- Established General Education Assessment Team through a College Curriculum Improvement Project as means of providing leadership for assessment initiative . Specific activities included: Summer 2005
    1. Compilation of articles and books on assessment put in reserve in WCC library
    2. Recommended CIP focus for 2005 – 06 be related to course-level assessment practices
    3. Recommended Common Graded Assignments/grading rubrics be piloted in Fall 2005 (ENG 111 and 113; COM 231)
    4. Recommended student “portfolio” development using ACA 111 and ENG 111 as introduction to concept
    5. Examine appropriateness of ETS Academic Profile as part of college-wide assessment initiative
    6. Review possible consultants/experts in assessment area to work with faculty during October workdays
  - \*\*A & S faculty develop Arts and Sciences General Education Assessment Plan template for documenting all activities associated with A & S Assessment Initiative
- 
- Template completed July 2005

- Published Program Level Outcomes in College Catalog July 2005

Academic Year 2005 – 2006

- Fall Convocation – presentation on assessment initiatives and impact on students' learning August 10, 2005
- Gen Ed Assessment Team and other selected faculty work on Portfolio development in ACA 111 and ENG 111 classes August 2005
- CIS 110 and CIS 111 pilot pre-post tests (TOM and SAM) in all course sections
- Gen Education Assessment Team recommends decision on standardized testing to President and Administrative Council September 2005
- Consultant on assessment meets with Gen Ed Assessment Team and college faculty to assist with direction for assessment initiative October 2005
- Select faculty teams work on additional discipline areas CGA/scoring rubrics to include Reading, refinement of Writing, and Math Fall 2005
- Initiate all activities associate with 3 general education outcomes to be included in A & S Assessment Plan
- At end of fall semester, Gen Ed Assessment Team will review and score sample of CG Assignments (ENG; COM) to discern if students achieving general education competencies
- Pilot CGA/scoring rubrics Spring 2006
- Evaluate results of CIS; COM and Writing Assessment Plans at end of spring semester, team reviews and scores sample CG assignments
- Continue development of activities projected for 2006 – 07 general education competencies Summer 2006