

Guidelines for the FFC Speaking-Intensive Requirement

Rationale for the Speaking-Intensive (S) Requirement

Just as it is essential to communicate clearly and coherently in writing, it is also necessary to do so through formal and informal speech. A speaking-intensive requirement aims to build skills and confidence in public speaking. Courses satisfying this requirement provide formal instruction in presentation skills and require students to complete a significant amount of speaking, including formal oral presentations evaluated by the instructor.

Learning Goal for the Speaking-Intensive (S) Requirement

Courses to be tagged as satisfying the speaking-intensive course requirement must aim to fulfill the following learning goal: Upon successful completion of the speaking-intensive requirement, students should be able to:

1. compose and deliver an oral presentation effectively.

Criteria for the Speaking-Intensive (S) Designation

1. There must be multiple opportunities for students to provide oral presentations during the semester, and at least one oral presentation assignment should be a formal, individual presentation of at least 8-10 minutes in duration.
 - a. Graded, formal speaking presentations in these courses may take many forms, including: oral exams; reports of laboratory, field, or library research; reflections or responses to course subject matter; debates or panel discussions of course-related issues; and more.
 - b. Not all modes of in-class oral communication count toward this requirement. For example, class participation, in-class conversation, performance of written or dramatic works, and improvisational performances shall not count toward this requirement.
2. At least 25% of the course grade must be based on oral presentation assignments.
3. The instructor must provide students with feedback regarding their oral presentation skills.
 - a. This might include the following (among other possible options):
 - i. Written feedback on oral presentations, focusing on organization, delivery, tone, and preparation.
 - ii. Required drafting or revision of presentations.
 - iii. Individual meetings with students to discuss presentations.
4. There must be substantial, explicit instruction concerning the methods, skills, and strategies associated with giving oral presentations.
 - a. This might include the following (among other possible options):
 - i. Incorporating presentation group work or peer review focused on oral presentations.

- ii. Discussion and critical review of the writing style of speakers whose speeches have been assigned.
- iii. Multiple oral presentation assignments that build upon one another, asking students to learn and then practice skills as they carry out increasingly sophisticated forms of oral presentation.
- iv. Multiple oral presentation assignments that fall into a variety of genres appropriate to the discipline, asking students to practice speaking with different goals or for different audiences.

Guidelines for the FFC Designation: Speaking-Intensive (S) Requirement

Speaking-intensive (S) tags are requested through either the New Course Proposal (NCP) process or the Course Change Request (CCR) process, both of which are governed by the Curricular Policies Committee (CPC). Both the NCP and CCR forms ask faculty to respond to the following prompts:

1. Will the course give students multiple opportunities to offer oral presentations during the semester, and at least one formal, individual presentation of at least 8-10 minutes in duration?
2. Will at least 25% of the course grade be based on oral presentation assignments?
3. Describe how the instructor will provide presentation-focused feedback on oral presentation assignments.
4. Describe how the instructor intends to provide substantial, explicit classroom instruction concerning oral presentations.

Once approved by CPC, the course will begin carrying the new S tag in the following academic year because the College Catalog can only be updated annually (e.g., if approved by CPC 2021-2022, the new tag will become active for 2022-2023).

In rare situations, a Course Change Request (CCR) can lead to a “tag transition issue” where a course is being taught with new tags in mind, but the new tags won’t actually take effect until the following academic year. In such cases, a student who prefers that their records reflect the new (not-yet-official) tags can submit an individual appeal to the Academic Appeals Board (AAB) for this exception.

Assessment of the FFC Speaking-Intensive (S) Requirement

The ideal artifacts for demonstrating speaking proficiency are solo presentations of an evidence-supported argument delivered live to peers.

In the year prior to assessment of the S requirement, the Assessment Committee will ask faculty to identify a speaking-intensive assignment from late in the semester in which students would be able to demonstrate that students had met the learning goals for the S requirement and to send the prompt for that assignment to the committee. Faculty will be provided brief instruction on how to record and store these presentations via Panopto.

At the end of the term, each faculty member will be prompted to send the assignments of three students drawn randomly from their class roster and stored by the Assessment Committee for future review.

In the year when the S requirement is assessed, the Assessment Committee will conduct a review of the stored S assignments using a standardized assessment rubric (see below) based on the S learning goals.

Sample Assessment Committee Rubric

RUBRIC FOR GEC GOAL IV: SKILLS REQUIREMENT (Speaking Component) COMPOSITION AND DELIVERY Definition

Upon successful completion of the speaking-intensive requirement, students should be able to compose and deliver oral presentations effectively. Each speech must include a video of the student delivering their speech and a clear prompt for the assignment.

Speaking Element	Proficient 2	Developing 1	Not applicable/Not done
Composition: Organization and Central Message	Central message is clearly articulated in a cohesive presentation. Organization contains introduction, sequenced material within the body, conclusion and transitions. <i>(clear beginning, middle and end, sensible organization)</i>	Central message can be inferred, but may not be explicitly stated. Organization may contain an introduction, sequenced material within the body, conclusion and transitions, but at least one of those elements is missing or out of sequence, creating a disjointed effect.	This artifact either is not designed to show case this element OR was not done by the student
Support: Use of Sources and Evidence	Relevant supporting materials (e.g. explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) are used to generally support the presentation or establish the presenter's authority and credibility. <i>(support/ examples link to the points of the presentation)</i>	Supporting materials (e.g. explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) are present, but in some places are missing or contradictory in a way that hurts the presenter's authority or credibility.	This artifact either is not designed to show case this element OR was not done by the student
Clarity: Language and Use of Terminology	Language choices and use of the terminology are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience. <i>(spoken in vocabulary that a lay audience is able to follow if not fully understand*)</i>	Language choices and use of the terminology are incorrect/unclear at places in the presentation, undermining the effectiveness of the presentation OR Language in presentation is not appropriate to audience.	This artifact either is not designed to show case this element OR was not done by the student
Delivery: Presentation Style and Skills	Delivery is cogent and some techniques are used to engage the audience (e.g. posture, eye contact, vocal expressiveness, appropriate visual aids). Speaker is calm and confident. <i>(calm, confident, and engaged with audience)</i>	Delivery lacks polish, techniques intended to engage the audience (e.g. posture, eye contact, vocal expressiveness, appropriate visual aids) occasionally detract from the understandability of the presentation. Speaker appears uncomfortable.	This artifact either is not designed to show case this element OR was not done by the student

* since the assessor may not be trained in the relevant field of the presentation, they might only be able to get the gist of a technical presentation