**Summary of Request**

**Category A4 - Speaking**

Do you agree to provide the General Education Assessment committee appropriate student work product for assessment? Criteria for each SLO assessment is available on the GEAC website. \_\_\_\_\_\_ yes \_\_\_\_\_\_no

1. **Rationale** Briefly describe the course and explain in a short paragraph why it fits in the A4 (speaking) category based on the category description below:.
	1. **Category Description:**

Speaking courses in this category have significant **speaking** instruction and practice as the focus of the course.

* 1. **SLOs:** Explain in a short paragraph how the course will satisfy the SLOs for the A4 (speaking) category. Also note which objectives on the master syllabus align with these SLOs. The SLOs for category A4 (speaking) are:

1. Communicate clearly and effectively orally.

5. Demonstrate the ability to retrieve, interpret, evaluate, and use information

1. **Guidelines. This category has specific guidelines associated with it. This section asks the proposal to address specific elements in those guidelines.**

(<https://www.kutztown.edu/academics/general-education/course-approval-process-information-for-faculty/speaking-guidelines.html>)

* 1. How many major presentations will be given by each student? The guidelines require three or four – not counting revisions, practice, or drafts. Please list those here with a paragraph explaining the assignment.
	2. How many total minutes of *graded final presentations* will be given by each student? A total of 15-20 minutes is required to be spread across the speeches in item A above. Please include the total presentation times for the major assignments here.
	3. Presentations should include at least one speaking workshop or practice session and a final presentation, for two opportunities to speak and refine performance for at least two assignments. The practice sessions should be discussed in some combination of class workshops or peer reviews. Indicate here which presentation/s include workshop or practice sessions and a description of how those sessions will be conducted.
	4. Instructional time should be spent on considerations of audiences, purposes, and stylistic choices for the presentations the students prepare. Indicate on the daily/weekly schedule in the first-day handout when instructional time will be given to these considerations which potentially include – presentation aids, language use, stylistic devices, and organizational patterns.
	5. In this category, professors may provide discipline specific themes or issues about which students may develop presentations. Examples of these categories include informative, persuasive, or celebratory content. Explain briefly here how the assignments are intended to address discipline specific content.
	6. Students are expected to focus on ethical and credibility issues. Include a brief explanation here of how those issues are incorporated in the course and clearly indicate that information on the first day handout.
	7. The guidelines indicate that students should be listening to examples of good and bad presentations similar to the presentations they are being asked to produce. Indicate specifically how those examples are being incorporated in class.
	8. As much as possible, grammar, organization, and nonverbal characteristics should be addressed in the context of students' practice sessions. The cultural, discipline-specific, and contextual nature of standards should be acknowledged, discussed, and applied as appropriate. Provide a description of how these parts of the guidelines will be incorporated into course instruction.

1. **Assessment. What will be submitted for GEAC’s assessment? Clearly explain the link between the assignment and the SLO. Make sure that the links to both SLOs are clear if one assignment/activity will be used for assessment. If different assignments will be submitted, make sure to clearly indicate which SLO each is addressing. Remember that the material used for assessment may be graded or ungraded work.**

**SLOs:** 1. Communicate clearly and effectively orally.

5. Demonstrate the ability to retrieve, interpret, evaluate, and use information

Submit a Proposed Course Calendar/Sample First Day Hand-out following this sheet. Highlight when in the course students engage with effective oral communication. The General Education Committee expects evidence of meaningful engagement with effective oral communication, consistent with the description of Category A4 (speaking) and the SLOs, occurring throughout the semester to be included in the proposal.