

Review of Performance: (EN/CO 205/3 Spring 2013, 9 students completed the course)

Submitted by: M. Christina Madison

| SLO# | Program SLO# | I, D, M | ILOs | Reflection/Comment |
|---|--------------|----------|-------------|--|
| 1.1. Recognize the communication bond between his or herself and others and respond with greater awareness to other's attempts to communicate. | 1 | I=9, D=7 | a, b, c, d, | Students were assessed through multiple choice questions after reading the book, engaging in class discussion and attending lecture. |
| 1.2. Recognize that speech is an interaction rather than a one-way process. | 1 | I=9, D=7 | a, b, c, d, | Students were assessed through multiple choice questions after reading the book, engaging in class discussion and attending lecture. |
| 1.3. Distinguish between emphatic behavior and sensitive awareness of one's own and other's speech, and develop sensitivity in speech activities. | 1 | I=9, D=7 | a, b, c, d | Students were assessed through multiple choice questions after reading the book, engaging in class discussion and attending lecture. |
| 1.4. Recognize that anyone who speaks to another speaks in their own perception of that person. | 1 | I=9, D=7 | a, b, c, d | Students were assessed through multiple choice questions after reading the book, engaging in class discussion and attending lecture. |
| 1.5. Recognize that our meanings depend on our perceptions and our ability to perceive and partly upon our social and cultural conditioning. | 1 | I=9, D=7 | a, b, c, d | Students were assessed through multiple choice questions after reading the book, engaging in class discussion and attending lecture. |

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| 2.1. Demonstrate a usable awareness of the effect of pitch, quality, volume, rate, timing and rhythm upon tonal code. | 2 | Mini Speeches I=9, D=7 Major informative I=9, D=7 Major persuasive I=9, D=7 | a, b, c, d, e | Students gave three extemporaneous mini speeches to the class. <ul style="list-style-type: none"> • 1 major speech – extemporaneous and informative • 1 major speech – scripted and persuasive |
| 2.2. Use bodily movements to enhance the effectiveness of communication. | 2 | Mini Speeches I=9, D=7 Major informative I=9, D=7 Major persuasive I=9, D=7 | a, b, c, d, e | Students gave three extemporaneous mini speeches to the class. <ul style="list-style-type: none"> • 1 major speech – extemporaneous and informative • 1 major speech – scripted and persuasive |
| 2.3. Prepare speeches on various topics, organize subject matter/research material and demonstrate progressively more speech writing difficult public addresses. | 2 | Mini Speeches I=9, D=7 Major informative I=9, D=7 Major persuasive I=9, D=7 | a, b, c, d, e | Students gave three extemporaneous mini speeches to the class. <ul style="list-style-type: none"> • 1 major speech – extemporaneous and informative • 1 major speech – scripted and persuasive |
| 2.4. Present him or herself and ideas in an effective and convincing manner. | 2 | Mini Speeches I=9, D=7 Major informative I=9, D=7 Major persuasive | a, b, c, d, e | Students gave three extemporaneous mini speeches to the class. <ul style="list-style-type: none"> • 1 major speech – extemporaneous and informative • 1 major speech – scripted and persuasive |

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| | | I=9, D=7 | | |
| 3.1. Distinguish what he or she hears from the way he or she feels about it. | 3 | I=9, D=7 | a, b, c, d, | Students were assessed through multiple choice questions after reading the book, engaging in class discussion and attending lecture. |
| 3.2 Apply the skill of critical listening and note taking to evaluate the speeches of peers. | 3 | I=9, D=7 | a, b, c, d, e | Students were assessed through multiple choice questions after reading the book, engaging in class discussion and attending lecture. They also analyzed their own speeches, peers, famous speaker and provided critical, yet respectful and sensitive, feedback. |
| 4.1. Differentiate between nonverbal messages that are part of verbal messages and those that are part of culture. | 4 | I=9, D=7 | a, b, c, d, | Students were assessed through multiple choice questions after reading the book, engaging in class discussion and attending lecture. |
| 4.2. Demonstrate ability to make non-verbal feedback consistent with verbal response. | 4 | Mini Speeches I=9, D=7 Major informative I=9, D=7 Major persuasive I=9, D=7 | a, b, c, d, e | Students gave three extemporaneous mini speeches to the class. <ul style="list-style-type: none"> • 1 major speech – extemporaneous and informative • 1 major speech – scripted and persuasive |
| 5.1. Develop an awareness of the barriers and breakdowns that can interfere with speech messages and acquire practical response means to surmount them as they arise. | 5 | I=9, D=7 | | Students were assessed through multiple choice questions after reading the book, engaging in class discussion and attending lecture. |

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| 5.2. Demonstrate the various roles of the communication process. | 5 | Mini Speeches I=9, D=7 Major informative I=9, D=7 Major persuasive I=9, D=7 | a, b, c, d, e | Students gave three extemporaneous mini speeches to the class. <ul style="list-style-type: none"> • 1 major speech – extemporaneous and informative • 1 major speech – scripted and persuasive |
| 5.3. Explain the effect of culture and gender on communication. | 5 | I=9, D=7 | a, b, c, d, | Students were assessed through multiple choice questions after reading the book, engaging in class discussion and attending lecture. |
| 5.4. Recognize the various types of interpersonal communication and identify appropriate methods or strategies of communicating within them. | 5 | I=9, D=7 | a, b, c, d, | Students were assessed through multiple choice questions after reading the book, engaging in class discussion and attending lecture. |

Additional observations:

Special comments:

| Grade | 10:00 Class |
|-------|-------------|
| A | 0 |
| B | 6 |
| C | 1 |
| D | 0 |
| F | 2 |
| I | 0 |

Recommendations: Passing EN 120 A with a grade of C or higher should be a required prerequisite for this course.

Institution Learning Outcomes: (see fourth column above)

COM-FSM graduates will demonstrate that they can:

- _____ a. communicate effectively (**oral communication**)
- _____ b. employ critical thinking [*& problem solving*]
- _____ c. possess specific knowledge and skills in a major discipline or professional program of study
- _____ d. take responsibility and develop skills for learning
- _____ e. interact responsibly with people, cultures, and their environment

Signature: _____
Maria C. Madison, Instructor

Date: _____