

## **PROFICIENCY INFUSION GUIDELINES**

These are guidelines, not a checklist of required elements. Course proposals should include an explanation of how the course is suitable to the requirement, understanding that the approval committee will consider courses that approach these elements creatively, with disciplinary norms in mind.

Not every course is suited to every proficiency; should you choose to infuse a course, you should select the proficiencies that best balance course content and course assignments (i.e. infusion of any proficiency should not infringe or radically change overall course content). Teaching of the proficiency should be in the service of course content. If it alters the content then the course should be redesigned and resubmitted to the college for approval as a new course.

### **Oral Communication Infusion Guidelines**

#### **DEFINITION AND EXPLANATION OF THE PROFICIENCY**

I. Courses infused with Oral Communication teach students how to craft oral presentations which are characterized by Clear Structure, Substantial Content, and Effective Delivery.

Clear Structure includes the following:

- A clearly identifiable purpose which can be summarized in a thesis or focus statement
- An identifiable design with a coherent beginning, middle, and end
- Effective previews, transitions, and summaries which facilitate active listening
  
- Substantial Content includes the following:
  - Content which is substantial and not frivolous
  - Language which is appropriate to the topic and the audience
  - Sufficient supporting material (examples, evidence, reasoning, etc.)
  - Clear citation of sources
  - Responsible and accurate use of information and knowledge
- Effective Delivery includes the following:
  - Connection to the audience, its needs, and its knowledge
  - Sufficient and balanced eye contact
  - Volume which is appropriate to the space, the topic, and the audience
  - Clear enunciation and accurate pronunciation
  - Gestures and movement which enhance (and do not distract from) the message
  - Personal commitment (i.e., passion) to/for the topic
  - Effective use of any visual aids in ways that enhance the message.

#### **OBJECTIVES**

Courses infused with Oral Communication teach students how to construct and deliver an oral message of at least five minutes.

The intent of courses infused with Oral Communication is that each student will have *individual* opportunities to speak and be evaluated (including assessment of improvement).

Instructors will facilitate student improvement by providing feedback in ways that both permit and encourage students to incorporate the feedback into subsequent oral presentations.

## **COURSE READINGS/MATERIALS**

The Speaker's Handbook by Jo Sprague and Douglas Stuart, Wadsworth Publishing, March, 2004. ISBN-10: 0534638805

## **ASSIGNMENTS**

Courses provide students with multiple opportunities to craft and deliver oral presentations. Depending on course content and instructor discretion, students should deliver a minimum of 3 speeches, at least one informative and one persuasive speech. One of the speeches should be at least 5 minutes in length. Moreover, active oral participation is encouraged in order for students to gain more speaking opportunities. Team leaders have constructed an on-line module with ideas for assignments.

## **TESTS AND EXAMS**

Based on the discretion of the instructor, a quiz or test may be given on the content of the Speaker Handbook. Tests and exams are not required.

## **GRADING**

To make sure the students reach a proficient level of oral communication in this class, their final grade must reflect such learning. Therefore, 15-20% of the grade is based on the OC component. Specific grading rubrics are posted in the on-line training module.

## **PROFICIENCY-SPECIFIC INFORMATION**

In order to provide the level of instruction and feedback which are necessary, courses should have an enrollment of no more than 20 students.

## **GENERAL ASSESSMENT GUIDELINE FOR EACH PROFICIENCY**

Instructors should be aware that the University is charged with assessing the success of infusing courses with proficiencies. The best assessment will be based upon what faculty members believe is happening in their classrooms. The Core has adopted the principle that, on a department-wide basis, instructors teaching infused courses will meet to evaluate the extent to which students are attaining the chosen proficiency. These meetings will be evidence- and criteria-based. That is, evidence from student work and the application of criteria chosen by the instructors should be the basis of discussions at meetings held at the end of each year or semester. Brief reports will summarize the conclusions reached, the basis upon which they were made, one or two suggestions for improving instruction, and possible requests for resources or faculty development to facilitate those improvement