Fall 2013

Communication, Media, and Rhetoric 1052 Public Speaking Class Assessment Coding Instructions 2013

Communication, Media, and Rhetoric Discipline

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Objective: Effectively identify pre/post-test differences in survey responses of students participating in CMR 1052 to assess achievement of student learning outcomes.

Instructions: For each question below, carefully read through the individual responses, grouped horizontally in the Excel document. Next to each column with a response, there is an empty column into which you will assign a numeric code. Use the criteria listed below to determine the appropriate code for each response. If a response meets the criteria for a "Satisfactory" answer, mark a "1" in the corresponding column. If a response does not meet the criteria for a satisfactory answer, mark a "0" in the corresponding column.

Question 1: Why is Public Speaking important for the study of the liberal arts?

Satisfactory:

Response connects public speaking to one or more of the key tenets of a liberal arts education (such as: builds critical thinking skills by encouraging students to think about the creation and consumption of messages, facilitates thinking about an issue from multiple perspectives, encourages students to draw connections between different types and sources of knowledge, familiarity with crafting and analyzing arguments).

EX: "Public speaking is not only about a skill that training people how to be a spoke person [sic] but more importantly, teach people the way to think critically and start to question things from every possible aspect to understand or re-recognize. Which is the skill that liberal arts valued most."

Question 2: How does Public Speaking connect to the goals of the Gen Ed Ethical and Civic Responsibility requirement?

Satisfactory:

Response identifies reasons how public speaking increases one's awareness of the ethical responsibilities and obligations of speakers and/or audience members (such as: proper citation of sources, appreciation for needs of audience members, respect/empathy for others).

OR

Response identifies reasons why knowledge of public speaking facilitates civic engagement (such as: develops skills to become more actively involved in community/governance/organizations, provides tools to be an informed consumer of persuasive and informative messages).

EX: "Public speaking is one of the best opportunities to become civically engaged. Public speaking urges speakers to think of themselves in conversation with an audience and to think of their role in the larger community. What's more, different countries have different culture, so when speakers present speeches, they should consider their care for others, the thoughtful use of their words, the way to present the issue should be considerable, and the responsibility of them about what they will say."

Question 3: What distinguishes an informative speech from a persuasive speech?

Satisfactory:

Response identifies that informative speeches have the goal of increasing the audience's knowledge, skills, talents, etc.

AND

Response identifies that persuasive speeches are intended to change the audience's attitudes, beliefs, and/or values.

Responses should not include phrases that are redundant or circular such as "informative speeches inform an audience" or "persuasive speeches persuade an audience."

EX: "Informative speeches seek to simply educate an audience about an issue . . . while a persuasive speech seeks to inform and change the audience's initial thoughts on a topic."

Analysis

Once both pre- and post-test responses have been coded, compare the percentage of responses that are satisfactory. Ideally the percentage of post-test responses should be significantly higher than pre-test. The degree to which pre- and post-test responses differ indicates the success of the classes.

Follow-up

If possible, have more than one person code the responses and check for intercoder reliability. Finally, update the questions and coding protocol as necessary when new issues arise that need to be addressed, or if coding instructions prove to be either unclear or unworkable.