

Current wording of COMS 211 competencies:

Competencies	Measures
Demonstrate effective delivery for the rhetorical situation	Speeches 2-4, self-critiques 2-4, exams
Exhibit Christian principles in public discourse	Speeches 1-4
Reduce public speaking apprehension	Self-assessment of speaking apprehension, exams
Effectively prepare and organize ideas for the rhetorical situation	Outlines of speeches 1-4, speeches 2-4, and self-critiques 2-3, exams
Effectively select and narrow a topic for the rhetorical situation	Speeches 1-4, exams
Effectively conduct scholarly research for the rhetorical situation	Outlines of speeches 1-4 including bibliographies, speeches 1-4 including oral citations, and self-critiques 1-4, exams
Effectively create and deliver supporting presentational aids for the rhetorical situation	Images, video, and audio as used in a delivery system (e.g., PowerPoint) while speaking (speeches 2-4) and self-critiques 2-4, final
Effectively develop arguments for the rhetorical situation	Speeches 1-4 and self-critique 1-4, exams
Effectively use style for the rhetorical situation	Speeches 3-4, self-critiques 3-4, final

Proposed COMS 211 competencies. Note that only the last two competencies concerning global and civic engagement are new. The other competencies are simply reworded. The new competencies do not represent a change in the course. They simply articulate outcomes that are already part of current assignments in the course. Dr. Eric Gumm requested that 211 be put on the general education chart to fulfill the civic engagement objective (see attached email). Therefore, we believe including a civic engagement competency would be appropriate at this time.

General Competencies: Students will gain ability in the following general areas. These are tied to the specific course competencies articulated in the next column.	Course Competencies: Students will demonstrate knowledge and/or skill in the following areas.	Measures: Effectiveness for course competencies will be determined generally by assessing appropriateness for the rhetorical situation (i.e., speaker, audience, occasion, and speech). Specific measures of each course competency include the following:
Information Literacy	Locate, evaluate, select, and properly cite multiple scholarly information resources in written and oral formats.	Speeches 1-4, self-critiques 1-4, exams
Critical Thinking	Select and organize data and claims.	Speech outlines 1-4, speeches 2-4, self-critiques 2-4, exams
	Develop strong arguments.	Speeches 1-4, self-critiques 1-4, exams

	Select and narrow a topic.	Speeches 1-4, self-critiques 1-4, exams
Communication Fluency	Demonstrate effective delivery.	Speeches 2-4, self-critiques 2-4, exams
	Reduce public speaking apprehension	PRPSA
	Create and deliver supporting presentational aids.	Images, video, and audio used in a delivery system (e.g., PowerPoint, Prezi, Keynote, etc.) while speaking (speeches 2-4), self-critiques 2-4, final
	Make appropriate linguistic choices.	Speeches 3-4, self-critiques 3-4, final
Ethical Reasoning	Exhibit Christian principles in public discourse	Speeches 1-4
Civic and Global Engagement	Identify a significant issue affecting countries, continents, or cultures and present evidence for the challenge and take a position on it.	Speech 2
	Develop and justify a position on a public issue and relate this position to alternative views held by the public.	Speech 4

Civic Responsibility

Inbox



Eric Gumm <gummj@acu.edu>

11/7/14



Eric Gumm

Add to circles



Show details

to me

Lynette

I was meeting earlier this week with Tom Milholland, Phyllis Bolin and Lauren Lemley about general education assessment components of CORE 210. One of our stated general education competencies relates to civic contexts and responsibilities and is currently supposed to be assessed in CORE 210, but there has never actually been a component of that course which explores that topic intentionally at this point. It is our understanding that there is a required speech on civic responsibility in COHS 211. So my question/request is could the data from that assessment be made available in support of our stated civic competency in the same way that the Speaking Assessment is supporting the communication competency? That would provide a strong set of data in support of that competency and it would mean we did not try to artificially create an item to force into the CORE 210 course instead. Thanks for giving this consideration.

In His Service,
Eric

Dr. Eric Gumm
Registrar and Director of the First-Year Program and Academic Development
Abilene Christian University
ACU Box 29104
Abilene, TX 79699-9104