BASIC INFORMATION

Requester(s): Jan Oehlschlaeger

College: South Seattle Community College

Division/Dept: Academic Programs

Dean: Laura Kingston

Peer Reviewer(s): Rebecca McCarthy
Katherine J Pellman

COLLEGE SUPPLEMENTAL

Proposed Quarter of Implementation: NA

☑ Request Provisional Exception

"This class was submitted in winter quarter according to the timeline, but because of technical glitches was not moved forward."

The department requests Fall, 2014.

Class Capacity: 20

Modes of Delivery: (Check all that apply)

☑ Fully On Campus
☐ Fully Online
☑ Hybrid
☐ Other

Explanation:

Select the Special Designation(s) this course will satisfy, if applicable:

Degree Title

Communications

Class Schedule Description:

Covers the process of getting started with confidence; topic selection and research; and preparation and delivery of informative, persuasive, special occasion, and other forms of presentations. Prereq: Placement into ENGL& 101.

Student Learning Outcomes:

Communication

Read and listen actively to learn and communicate
Speak and write effectively for academic and career purposes

**Human Relations**
Use social interactive skills to work in groups effectively

Have knowledge of the diverse cultures represented in our multicultural society

**Critical Thinking and Problem-Solving**
Think critically in evaluating information, solving problems, and making decisions

**Technology**
Select and use appropriate technological tools for academic and career tasks

**Personal Responsibility**
Uphold the highest standard of academic honesty and integrity

Respect the rights of others in the classroom, online and in all other school activities

Attend class regularly, complete assignments on time and effectively participate in classroom and online discussions, group work and other class-related projects and activities

**Information Literacy**
Independently access, evaluate and select information from a variety of appropriate sources

Have knowledge about legal and ethical issues related to the use of information

Use information effectively and ethically for a specific purpose

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**Program Outcomes:**

<table>
<thead>
<tr>
<th>SLO #</th>
<th>Included in Course Objective Number</th>
<th>SSCC Student Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>SLO 1.1</td>
<td>1,2,3,4,5,6,7,8,9,10</td>
<td>Communication - Read and listen actively to learn and communicate.</td>
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<tr>
<td>SLO 1.2</td>
<td>1,2,3,4,5,6,7,8,9,10</td>
<td>Communication - Speak and write effectively for academic and career purposes.</td>
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<tr>
<td>SLO 2.1</td>
<td></td>
<td>Computation - Use arithmetic and other basic mathematical operations as required by program of study.</td>
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<tr>
<td>SLO 2.2</td>
<td></td>
<td>Computation - Apply quantitative skills for academic and career purposes.</td>
</tr>
<tr>
<td>SLO 3.1</td>
<td>1,2,3,4,5,6,7,8,9,10</td>
<td>Human Relations - Use social skills to work in groups effectively.</td>
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</table>
Course Outcomes / Objectives:

GENERAL COURSE OBJECTIVES:
At the end of the course, the student will be able to

1. Demonstrate, illustrate, and utilize communication theory regarding listener-centered public speaking.
2. Differentiate between audiences in order to utilize appropriate and effective speech techniques.
3. Recognize, analyze, and evaluate information to construct speech outlines.
4. Differentiate between speech delivery methods, including memorized, impromptu, extemporaneous, and manuscript styles.
5. Utilize appropriate speech strategies for informative, persuasive, and special occasion speeches.
6. Use visual and auditory presentation aids to clarify, illustrate, and reinforce main ideas.
7. Choose language that is appropriate for the topic, context, and audience.
8. Demonstrate appropriate non-verbal techniques to affirm and adapt to diverse audiences.
9. Analyze, identify, and employ constructive feedback using critical thinking and listening practices.
10. Design group presentations to meet the general and specific goals of informative and persuasive presentations.

Explain the student demand for the course and potential enrollment:
Current CMST&220 classes at SSC fully enroll. This includes both the morning and evening sections.

This hybrid format increases enrollment options for students in addition to the daily face to face course offerings and the evening twice a week format.

The demand for communication online courses during the prior two years has increased at SSC. As the department has increased the frequency of three other online Communication courses, they fill repeatedly.

Hybrid Public Speaking courses as well as fully online Public Speaking courses were developed by Seattle Central College. Currently, Highline Community College hybrid and fully online Public Speaking courses completely fill.

**Explain why this course is being revised:**

Students can take CMST&220 towards their Communication credits requirement (VLPA).

CMST&220 is offered fully (100%) face to face. (This can be illustrated as meeting 5 days a week on campus.) A hybrid CMST&220 will be structured as a 60/40 split between face to face and online. (This can be illustrated as meeting on campus 3 days/week with 2 days/week online instruction.)

While providing opportunity for increased enrollment, the hybrid will attract students who effectively utilize technology for education and want or need flexibility for learning due to personal time commitments.

Supporting this observation, the evening M/W CMST&220 consistently fills. This suggests more people are needing scheduling flexibility when it comes to completing Public Speaking. Offering a hybrid class enhances that flexibility.

A hybrid course exposes students to online techniques utilized by businesses to complete projects and conduct business instruction from multi-geographical locations. Students build technological awareness and online interactive skills required in today's business world. Please note: it is important to realize that this hybrid also maintains the context of developing and delivering thoughts before a live audience.

This hybrid CMST&220 is enhanced through offering **repeated student accessibility to**

- lecture material that includes instructional narration
- example speech videos normally shown only once face to face
- online instructor appointments beyond limited structured office hours.

Finally, two other advantages of a hybrid:

- A hybrid enhances the timing of feedback pertaining to student presentations. In addition to continuing the face to face feedback, students will also receive fairly immediate online rubric feedback.
- A hybrid addresses learning styles for both introverts and extroverts. Watching videos online gives the introvert reflection time before commenting and it continues to offer the extrovert an immediate opportunity to express their thoughts.

**What challenges, if any, do you foresee in offering this course:**

**Resources utilized:**

I have completed our district and SSC CANVAS training and Quality Matters first level of training. Over the past three years, I have developed and taught the hybrid Introduction to Communication (CMST&101.)

More recently I have **consulted experienced TLC associates** to think through effective course management. This includes Rebecca McCarthy, TLC associate, who recently revised a face to face communication course to the online mode. I continue to attend South Seattle and Seattle Central TLC online-teaching workshops.
The SSC e-learning department is available for students: Canvas orientation video; Online CANVAS Guides; and e-learning staff office hours.

**Challenge:** Some may question teaching speech online. However, this hybrid format should eliminate any serious fears. Students will work on the act of speech making/oratory in a face to face environment, while the online forms will allow student flexibility to discuss these processes on their own time. This allows for more complete participation.

Addressing the student Learning Curve involved with Canvas: more faculty are using Canvas to enhance face to face courses, expanding SSC student experience with Canvas. I am utilizing CANVAS in my face to face classes and most students find it much more user friendly than former LMS Angel and Blackboard.

Consistent with teaching my other hybrid course, I will offer immediate orientation to CANVAS at our first face to face meeting. Students will be directed to complete for course credit the student CANVAS orientation provided by e-learning.

**Not a challenge:** Current face to face students appreciate my lecture PowerPoint, resource articles, and sample video speeches that I utilize --these will be easily incorporated into effective hybrid teaching.

- Similar to face to face course assignments, hybrid students will present their speeches to fellow students during the face to face class sessions.
- Similar to face to face course assignments, group assignments will be partially completed during face to face class sessions. CANVAS supports online group work.
- Similar to face to face assignments, uploaded student speeches will be viewed and self-assessed. Assessments will be submitted online.
- Online discussions will ask students to post constructive speech peer feedback. This will enable the reticent in-class student to more freely enter this type of class discussion than during the face to face format.
- CANVAS media options allow opportunities for multiple shortened online lectures to increase student comprehension.
- Online CANVAS appointments will allow students to connect with the instructor, thus expanding typical email and face to face office hours.
Public Speaking (MCO Supplemental - South)

This is to certify that the above criteria have all been met and all statements are accurate to the best of my knowledge.

Faculty involved in originating this program:

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Jan Oehlenschlaeger</td>
<td>Jan Oehlenschlaeger</td>
<td>5/29/2014</td>
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Dean:

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<tr>
<th>Faculty Name</th>
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<tr>
<td>Mark D Baumann (Admin)</td>
<td>Mark D Baumann</td>
<td>4/8/2014</td>
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Results of SSCC Curriculum Coordinating Council Findings

Participating Faculty Response and Remarks

[X] Recommended for approval
[ ] Not recommended for approval

Chairman, Curriculum Coordinating Council:

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<tr>
<th>Faculty Name</th>
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<tr>
<td>Diane Schmidt</td>
<td>Diane Schmidt</td>
<td>6/10/2014</td>
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Vice President for Instruction:

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<tr>
<td>Donna Miller-Parker</td>
<td>Donna Miller-Parker</td>
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