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Cal State East Bay
ILO Oral Communication Assignment Guide v1
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Why faculty should use this guide

This guide was developed by and for faculty in all Cal State East Bay academic colleges to support us in our efforts as effective and efficient instructors. By applying the suggestions contained in this guide, we are better able to craft assignments that help students demonstrate their achievement of institutional oral communication learning outcomes as they apply to our particular disciplines and programs. Some of these assignments will be used as part of the assessment process to improve university-wide student learning.

Considerations for Designing Oral Communication assignments

- Consider your discipline/field in terms of oral communication.
- Provide feedback that is both positive and constructive to improve oral communication.
- Take into account that proficiency in oral communication is an essential skill for life and career across all majors, domains and industries.
- Provide clear guidelines for how the presentation will be graded.
- Consider reasonable accommodations for fear/anxiety in public speaking. Remember that special need accommodations/assignment adaptations are mandated by Accessibility Services.

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CSU East Bay Oral Communication Rubric Approved Academic Senate March 19, 2019	This column contains considerations for faculty when designing an assignment	This column contains examples of language and approaches that instructors might use.
Category **Purpose** *Purpose may include conveying a key message, central idea/theme, relevant information, or emotion that aligns with the intended audience.* Presentation clearly conveys the purpose throughout.	**Considerations for developing assignments focused on "Purpose"** ● Do you provide enough clarity and structure to ensure that the student knows the purpose or goal of the oral assignment - or which of the purposes listed relate to the assignment? ● Do you connect with authentic contexts (real-world application) including professional and academic fields (do the oral assignments promote higher-level and authentic oral communication skills)? ● Have you explained that dissemination (presenting and publishing) is part of the research cycle?	**Example assignment instructions/prompts for "Purpose".** ● Include relevant information about your topic (e.g. the method, the social issue/behavior studied, the demographic studied, the field in which the study took place, the organism, time-frame of the study). ● Articulate a message to people about your interests, mission, vision. Be effective, use particular format that is required for your audience, duration, etc. ● Finish the following statement: "The purpose of my presentation is to (inform/argue/explain/describe/convey)..." ● Think of a key question or controversy in the discipline & describe and explain its relevance using a variety of media such as Adobe or Spark.
Organization *Organization may include logical order, cohesiveness, coherence, effective transitions, and genre.* Organization clearly supports the purpose; cohesive, understandable, and easy-to-follow.	**Considerations for developing assignments focused on "Organization"** ● Have you explained there is no need to 'reinvent the wheel'? Students can draw upon existing structures/resources in communication practice. ● Do you provide a clear, structured outline and guidelines that describe the task (e.g. roadmap or outline)? Do the instructions indicate how to organize effectively (logical order, cohesiveness, etc.)? ● Do you provide "best practice" examples for organizing this assignment?	**Example assignment instructions/prompts for "Organization"** ● Organize your thoughts using a logical order: Time (start to finish, present to past, past to present), Space (left to right, top to bottom etc.), logic (cause/effect etc.) ● Develop a clear beginning, middle and end to your presentation. ● Keep narrative anecdotes deep and brief.

Evidence	Considerations for developing assignments for "Evidence"	Example assignment instructions/prompts for "Evidence"
Evidence may include citations, examples, anecdotes, quotations, and quantitative or qualitative data. Evidence is consistently integrated and supports the purpose.	● Consider what kind of evidence you'd like the students to provide. ● Have you defined what constitutes valid evidence in the context of the assignment? ● Do you explain what constitutes an appropriate 'example'? This can be defined by different criteria in different disciplines/fields. ● Do you make clear what constitutes an 'anecdote' in your discipline/field and when they are appropriate? ● Have you differentiated between qualitative and quantitative evidence? Science and pseudo-science? Experimentation and documentation? ● Have you provided direction regarding the representation of qualitative and quantitative evidence such as graphs or charts? ● Have you provided direction and examples of consistent integration of evidence into the presentation?	● Develop your thesis statement after and as a result of your analysis. ● Use scientific or scholarly literature and examples of other studies to support your thesis (example: language for presenting scientific/scholarly evidence orally) ● Refer to specific case studies to support your main point. ● Support your statement with reference to or invoking other sources you are building on.
Audience Engagement *Audience engagement is, holding the interest and attention of the intended audience; may include interacting with and listening/responding to the audience.* Presenter /presentation clearly demonstrates engagement with the intended audience.	**Considerations for developing assignments for "Audience Engagement"** ● Have you described how to make the presentation relevant to your audience? ● Have you provided guidelines or direction for structured audience engagement if applicable (e.g., Q&A time)? ● Are opportunities provided for audience feedback (ex. Q&A)? ● Have you provided examples of holding audience interest appropriate to the assignment? ● Have you explained how to be an engaged audience member? ● Have you provided guidelines regarding the audience's use of electronics during presentations?	**Example Assignment instructions/prompts for "Audience Engagement"** ● If you include time for Q&A, repeat the question aloud to make sure all audience members have heard the question. ● Work to bring the appropriate level of energy to your presentation. Practice with others if possible in advance. ● Consider filming your entire presentation as a means for personal review and improvement in advance. ● Begin with an anecdote that illustrates the problem, or begin with a 'rhetorical' question to the audience that connects the issue to their experience (e.g. "have you ever seen/experienced/felt…") ● Bring your presentation back around to the starting anecdote/question.

		● Use family members and children as examples to increase audience engagement. ● Consider each aspect of your presentation from the audience's point of view. Remember the audience's continual temptation to be distracted. Give them reasons to remain engaged. ● Frame feedback as a 3-2-1 response: 3 things I learned, 2 questions I still have, 1 thing I enjoyed or appreciated.
Delivery *Delivery may include timing, flow, pace, aesthetics, posture, eye contact, voice, professionalism, movement, gestures, and facial expressions.* Delivery strongly enhances the effectiveness of the presentation.	**Considerations for developing assignments for "Delivery"** ● Have you considered multiple ways / modes of delivering the assignment (cultural, linguistic, kinesthetic)? ● Have you provided suggestions, tips or direction on how to effectively convey information in the context of the assignment? ● Have you set expectations about time frame and other constraints? ● Have you provided guidelines for running over/under allotted time? ● Have you considered possible unique, non-traditional deliveries that are still effective? ● Have you encouraged students to practice their presentations in advance (with peers, with you during office hours)? ● Have you provided basic encouragement and tips for managing anxiety, nervousness and shyness?	**Example assignment instructions/prompts for "Delivery"** ● Time your presentation to make sure it adheres to stated constraints. ● Practice your presentation with your peers (or, schedule time during office hours) ● Practice in front of a mirror out loud. ● Remember that facial expression, posture and physical gestures are at least as important as the words you use. These should be rehearsed and refined as well. ● Refer to provided examples (online or otherwise) of standards of oral communication for this assignment.

Language	Considerations for developing assignments for "Language"	Example assignment instructions/prompts for "Language"
Language may include precise word choice, vocabulary, jargon, grammar, as appropriate to the audience. Language strongly supports the clear expression of ideas.	● Have you identified the target audience, and used this identification to suggest appropriate language? ● Does the assignment recognize the importance of language in terms of social justice, cultural, and equity issues? ● Have you provided guidelines and examples of language appropriate to the topic, domain or subject? ● Have you provided direction & examples regarding the use of jargon, vernacular, colloquialisms, and formal vs. casual language?	● Use language in your assignment that is appropriate for your audience/discipline. ● Develop a health education guide appropriate for a diverse group of adolescents. ● Your podcast will be directed to a general audience. ● Be clear on what makes the meaning clear or obscure. ● Put presentation notes on slides to help with language/clarity issues.
Presentation Aids (as applicable) *Presentation aids may include audio, video, graphics, slides, posters, props, demonstrations, and clothing.* Presentation aids are clearly relevant, understandable, and complement and enhance the purpose/presentation.	● Are presentation aids needed/required (be clear in your instructions)? ● Do you provide best practices in the discipline/field? ● Is it necessary to consider/control the presentation environment to achieve the purpose - if so, do you provide guidelines? ● Do you provide guidelines for the specific media/aid you require to be used (i.e. appropriate graphics for video, best practices in ppt, templates for posters, proper use of microphones, video formatting/framing, etc.)? ● Do you address the need for/use of presentation aids (e.g. transcripts, captions) as a means of accommodating language/accessibility issues? ● Do you require a dress code and is it justified for the field/discipline/expected audience? ● Is nonverbal communication relevant; if so, do you provide guidance? ● Do you prepare adequately for presentation troubleshooting? For example, technology will fail when they need it most; what should/could they do?	● Always have a sharpie/dry erase! (i.e. a backup plan) Technology always fails, it's just a question of when. ● Use graphs rather than tables when possible; consider your presentation of data from the audience's perspective. ● Consider accessibility, for example the importance of color and other stylistics. ● Pay attention to spatial considerations in the use of the presentation aids. ● Refer to provided online or other resources (e.g. "best practice primer" for PowerPoint)

	Cal State East Bay ILO Oral Communication Rubric, Approved Academic Senate March 19, 2019 Oral communication is a prepared, purposeful presentation designed for a specific audience to increase knowledge, foster understanding, or promote change in the listeners' attitudes, values, beliefs, or behaviors. Consideration should be made for communication by individuals with diverse backgrounds (*e.g.*, English as a non-primary language, communication disabilities, *etc.*).			
	4	**3**	**2**	**1**
Purpose Purpose may include conveying a key message, central idea/theme, relevant information, or emotion that aligns with the intended audience.	Presentation clearly conveys the purpose throughout.	Presentation mostly conveys the purpose throughout.	Presentation somewhat conveys the purpose throughout.	Presentation does not convey the purpose.
Organization Organization may include logical order, cohesiveness, coherence, effective transitions, and genre.	Organization clearly supports the purpose; cohesive, understandable, and easy-to-follow.	Organization mostly supports the purpose; generally cohesive, understandable, and easy-to-follow.	Organization somewhat supports the purpose; not entirely cohesive, understandable, or easy-to-follow.	Organization does not support the purpose; limited cohesion and/or understandability.
Evidence Evidence may include citations, examples, anecdotes, quotations, and quantitative or qualitative data.	Evidence is consistently integrated and supports the purpose.	Evidence is mostly integrated and generally supports the purpose.	Some evidence presented and somewhat integrated; mostly fails to support the purpose.	Little or no evidence and/or integration; fails to support the purpose.
Audience Engagement Audience engagement is, holding the interest and attention of the intended audience; may include interacting with and listening/responding to the audience.	Presenter/presentation clearly demonstrates engagement with the intended audience.	Presenter/presentation mostly demonstrates engagement with the intended audience.	Presenter/presentation somewhat demonstrates engagement with the intended audience.	Presenter/presentation demonstrates little or no engagement with the intended audience.
Delivery Delivery may include timing, flow, pace, aesthetics, posture, eye contact, voice, professionalism, movement, gestures, and facial expressions.	Delivery strongly enhances the effectiveness of the presentation.	Delivery mostly enhances the effectiveness of the presentation; minor errors do not significantly detract from the effectiveness of the presentation.	Delivery is somewhat effective; errors somewhat detract from the effectiveness of the presentation.	Delivery is not effective; errors significantly detract from the effectiveness of the presentation.
Language Language may include precise word choice, vocabulary, jargon, grammar, as appropriate to the audience.	Language strongly supports the clear expression of ideas.	Language mostly supports the clear expression of ideas.	Language somewhat supports the clear expression of ideas.	Language provides little or no support for the clear expression of ideas.
Presentation Aids (as applicable) Presentation aids may include audio, video, graphics, slides, posters, props, demonstrations, and clothing.	Presentation aids are clearly relevant, understandable, and complement and enhance the purpose/presentation.	Presentation aids are mostly relevant and understandable, and generally complement and enhance the purpose/presentation.	Presentation aids are somewhat relevant and understandable, and sometimes detract from the purpose/presentation.	Presentation aids have little or no relevance and/or understandability; significantly detract from the purpose/presentation.

Assignment Essentials Relevant to All Assignments

Students complete assignments to:
- practice applying skills, content, and concepts learned, demonstrate their achievement, and
- to be assessed and receive feedback on the achievement of assignment, course, and program learning outcomes.

> ❏ How will my assignment prompt students to show what content they have learned and/or demonstrate their skills?
> ❏ Does the array of assignments in this class address students with varied learning preferences multiple means of demonstrating knowledge and skill acquisition?

Students need *clear and transparent expectations* and instructions documented *in writing*:
- Assignment instructions should clearly identify tasks, provide the required format elements, and describe the final product.
- Assignment descriptions should help students clearly understand the main purpose.
- Assignment descriptions should also demonstrate the connections to how their work meets learning outcomes, builds on their knowledge and skills for future assignments, relates to graduation, and has professional relevance.
- A grading rubric that expresses expectations and aligns with the outcomes will assist students as they complete the assignment.

> ❏ How will assignment instructions clarify what tasks to do, how they are connected, how to get started, and how to complete the tasks?
> ❏ How will you know if students met the assignment expectations; how will students be assessed?

Chunk and scaffold assignments: Students perform better on assignments when instructors break them into manageable chunks. Presenting students with smaller assignments that build into a larger one creates the opportunity for early feedback and improvement.

Example of smaller assignments that build toward a research essay that meets expectations:

Course timing	Week 6	Week 8	Week 10	Week 12	Week 14
Developmental Assignment Due	Thesis statement	Annotated Bibliography	Outline	Essay Draft	Final essay

Reflection Aids Retention: Students' learning improves and sticks when they *reflect* on their process and their completed assignment:
- Ask students to report what they learned from the assignment or what they would do differently in a future assignment.
- Student reflection on assignment process and performance may also help you shape the next version of the assignment.