University of Arkansas
RICH MOUNTAIN

Join the Tradition

UA Rich Mountain
Assessing Student Learning
Course Outcomes Report
Teresa Torix
Fall 2019

Purpose
The Course Outcomes Report supplies information each semester regarding student learning on the course level. This report must be submitted to your division chair by the last day of the semester. Data from this report will be integrated into the annual Program Outcomes Report on Student Learning.

Background
Course Name: Oral Communication Course # SPC203

Course Outcome(s) being assessed this semester
Think of the evidence of student learning activity or project. Choose ONE outcome for this course.
The student will be able to develop and make oral presentations of speeches by placing emphasis on careful topic selection, gathering of materials (research), using credible sources and sound reasoning.

Related Program Outcome: Students will apply technological and research skills to identify, locate, and process information.

Related GELO category: Research and Technology

Evidence of Student Learning
Describe the classroom activity/tools related to **course** objective (What did they do for the class which was tied to this objective? Was it a project? Discussion? Quiz?)

Describe Activity: Students were instructed to prepare a detailed outline of the speech they were preparing. This outline required research to be conducted online and an digital outline to be prepared. Proper formatting was required as was a Works cited page to document research performed and cited. Students could use an online citation maker but were instructed to edit if necessary to properly cite using the MLS formatting method.

Reflection
A. What was the result of this activity? (How do you know that students satisfied the course objective being measured?)

Students prepared the outline and presented the speech. Upon evaluating the outline I looked for internal citations and the Works Cited page. During the speech presentation I was acutely aware of the presence or lack of verbal citations to document research and build credibility of the speaker.

B. Enter course data

Number of students in your course(s) who met course objectives: 6

Enter the number of students total in your course section(s): 8

Enter the percent (%) of students achieving this course objective. (Data will be used on Program Outcomes Report under Evidence of Student Learning.) 75%

C. Response to data: Will you change how you teach as a result of this assessment?

Choose only one of the narration options below. If curricular changes are needed, briefly explain any changes planned for course improvement. If no changes are needed, indicate the rationale in the space provided below.

☒Changes(s) needed. More instruction is needed in the area of citation formatting. Students also have trouble using Google Docs and formatting using hanging indents. They also lack skill in consistently citing sources internally and verbally.

☐No change(s) needed

****Attach anonymous student samples of each activity along with the grading rubric / scale.**

Informative Speech
Guidelines

- Topic is your choice. You must submit it to the Question assignment on Classroom for approval
- Speech needs to be 3 - 5 minutes in length.
- You are allowed 1 note card (3x5 size; front and back). REMEMBER: NO complete sentences unless it is a quote.
- Speech will be evaluated based on the rubric attached to the assignment.
- Verbal citations are REQUIRED. Make sure you say them so they make sense and do not sound awkward.
- All documents (except the note card) must be written in complete sentences with proper grammar, punctuation, capitalization and spelling. DO NOT leave red underlines in any document (unless it is a proper name and is spelled correctly).
- You must upload the adaptation plan, outline, pictures of note card and your optional slide presentation BEFORE class on the first day of presentations.
- Presentations will begin Tuesday, Oct 8.
- You will be evaluated on presentation and content. Be sure to practice multiple times before presenting. Practice outloud, standing up, looking in a mirror, in front of people, etc.
- REMEMBER the Speech Performance policies as outlined in the syllabus.

The History of Halloween
Sarah Grenier

General Goal: To inform
Specific Goal: I want my audience to learn about the history of Halloween.
Thesis statement: People can learn more about Halloween by knowing what it is, its real meaning, and how much money is spent on Halloween each year.

Introduction

I. On October 31, 2018, CNN published an article reporting that more than 175 million Americans were expected to celebrate Halloween in the 2018 year. (1)
II. Because Halloween has always been one of my favorite holidays, I have chosen to do research on the history to learn more about it.
III. You might be thinking that Halloween has always been about candy and costumes, but its history is very different.
IV. Today we will be discussing what Halloween is, its real meaning, and how much money is spent on this holiday every year.

Transition: First, let's discuss

Body

I. What Halloween is.
   A. Halloween is a holiday that we celebrate every year on October 31st.
   B. On Halloween night, kids and adults carve jack-o-lanterns and dress up as their favorite character to go around neighborhoodsTrick-or-Treating.
      1. Trick-or-Treating has been a popular Halloween tradition in the United States and other countries for an estimated 100 years and it is one of the many popular Halloween activities.
   C. Some of the popular Halloween symbols are bats, black cats, ghosts, and spider webs.
      1. Haunted houses are also a big symbol of what Halloween is.

Transition: Now, let's find out

II. The real meaning behind Halloween.
   A. Halloween originated in what is now Ireland with the ancient Celtic festival of Samhain. At this festival, people would gather around bonfires wearing costumes to scare off ghosts. Samhain started on October 31st and went until midnight on November 1st.
      1. History.com reported that "Celts believed that the night of October 31st was where the boundary between the worlds of the living and the dead became blurred." (2)

B. Celts celebrated Samhain on this day because it was believed that it was the day that their dead loved ones came back to the earth as ghosts. They appeared as black cats and black cats are still a Halloween symbol today.
C. Pope Gregory III named November 1st All Saints' Day and that day was also when the New Year was celebrated because it was supposed to be a fresh start to a new year with all evil gone.

Transition: Lastly, let's look at

III. How much money is spent on Halloween every year.
   A. According to the National Retail Federation, Halloween spending is going to reach up to $8.8 billion for the coming year. This amount has gone up about $5.5 billion since 2005. (3)
      1. On average, $3.2 billion will be spent on costumes, $2.6 billion on candy, $2.7 billion on decorations, and $390 million will be spent on greeting cards. (3)
   B. The average spending per person is $86.27 for the 2019 year. This amount has gone up $37.79 per person since 2005. (3)

Transition: In summary

Conclusion

I. Halloween hasn't always been all about costumes and candy. It originated with people gathering around a bonfire to scare off ghosts. Throughout the years, Halloween decorating and celebrating has increased tremendously.
II. Now that you know its history, what will you do this Halloween season to celebrate?

Works Cited

"2019: Halloween spending to reach $8.8 billion." *NFR.* Web. 6 October 2019. <https://nrf.com/insights/holiday-and-seasonal-trends/halloween>

"Halloween 2019." *History.com Editors.* A&E Television Networks, 18 November 2009. Web. 2 October 2019. <https://www.history.com/topics/halloween/history-of-halloween>

"Halloween Fast Facts." *CNN US.* CNN Library, 5 November 2018. Web. 2 October 2019. <https://www.cnn.com/2013/06/13/us/halloween-fast-facts/index.html>