

University of Illinois at Springfield
General Education Council
Course Approval Criteria
Category: Oral Communication

To seek general education course approval, faculty or programs must complete two forms:

- UIS New Course Proposal and Change Form
- General Education Checklist

Forms are available at: <http://www.uis.edu/generaleducation/curriculum/facultyforms.html>

Forms and a syllabus for the course should be submitted to the appropriate college curriculum committee, then to the dean, and finally to the Office of Undergraduate Education (PAC525) for distribution to the General Education Council. For questions, please contact Dr. Karen Moranski, Office of Undergraduate Education (206-7413 or kmora1@uis.edu). The recommended UIS Syllabus Template is available at:

<http://www.uis.edu/generaleducation/curriculum/facultyforms.html>

General Information on Lower Division General Education

Below is a checklist of criteria that faculty teaching lower division courses should meet:

Lower Division Gen. Ed. Requirements

My course is 100 or 200 level and provides introductory information or overviews rather than knowledge that is highly specific to a particular discipline or degree program;

My course is a 3-hour course, except for composition, laboratory science, and some math courses, which may be 4 hours.

My course is available and accessible to all students, regardless of major, and a student's prior knowledge of the topic or discipline(s) addressed in the course is *not* assumed.

My course meets selected Baccalaureate Learning Outcomes for Goals 1-4, and, whenever possible, selected outcomes for Goal 5, Engaged Citizenship. (Baccalaureate Goals and Learning Outcomes are listed below.)

My course meets selected category outcomes, listed below.

The General Education Council will use the above criteria in making determinations about the appropriateness of the course for the general education curriculum. For the GEC to make a positive determination, the above requirements should be visible in the syllabus. On the General Education Checklist, you will be asked to indicate that your course meets the above criteria. Feel free to use space on that form to explain how the proposed course meets these criteria.

Baccalaureate Goals and Learning Outcomes

1. Discovery of Knowledge

- a. Reading baccalaureate-level materials effectively, reflecting comprehension and synthesis.
- b. Exhibiting a knowledge of and ability to effectively locate, evaluate, interpret, and use information.
- c. Exhibiting a knowledge of and ability to use information and communication technologies.

2. Integration of Knowledge

- a. Engaging in critical thinking by analyzing, evaluating, and articulating a range of perspectives to solve problems through informed, rational, decision-making.
- b. Differentiating the approaches that underlie the search for knowledge in the arts, humanities, natural sciences, history, or social and behavioral sciences.

3. Application of Knowledge

- a. Exhibiting a knowledge of and ability to use contemporary technologies.
- b. Identifying, interpreting, and analyzing quantitatively presented material and solve mathematical problems.
- c. Constructing intellectual projects independently and work effectively in collaboration with others

4. Communication of Knowledge

- a. Expressing ideas, facts and arguments in a written format that depicts competency in the use of syntax, organization, and style appropriate to the audience.
- b. Exhibiting effective oral communication skills, paying attention to content and audience.

5. Engaged Citizenship

- a. Recognizing the social responsibility of the individual within a larger community.
- b. Practicing awareness of and respect for the diversity of cultures and peoples in this country and in the world.

- c. Reflecting on the ways involvement, leadership, and respect for community occur at the local, regional, national, or international levels.
- d. Identifying how economic, political, and social systems operate now and have operated in the past.
- e. Engaging in informed, rational, and ethical decision-making and action.
- f. Distinguishing the possibilities and limitations of social change.

Category Overview

The goals of the oral communication general education requirement are:

- to encourage development of effective oral communication skills, emphasizing, but not limited to, public speaking;
- to increase students' awareness of the communication process and of strategic choices in invention and organization of messages;
- to enhance critical skills in speaking and listening;
- to promote understanding of the nature and requirement of a variety of communication contexts.

Criteria

Required learning objectives

Oral communication courses should help students meet as many as possible of the following learning objectives:

- develop an understanding of communication as a process that involves the active participation of audience and speaker;
- improve skills in listening, inventing, researching, organizing, and orally presenting messages;
- adapt to varying audiences and communication contexts;
- develop an awareness of the consequences of our communication and an appreciation of the responsibilities of the ethical communicator;
- explore the impact of diversity on the communication context;
- increase their capacity for university-level research and analysis;
- establish credibility as a speaker in front of a live audience through the experience of unmediated performances of at least three substantial speeches, including both informative and persuasive assignments.

Preferred course features

Oral communication courses are encouraged that help students:

- communicate effectively by applying skills in reading, writing, speaking, and listening and through use of appropriate technology and computer applications;
- recognize the social responsibility of the rhetor within a larger community;
- engage in open-minded and ethical decision-making and action.