



**Cal State East Bay**  
**ILO Oral Communication Assignment Guide v1**  
**January 21, 2020**

**Table of Contents**

Why faculty should use this guide.....1  
 Considerations for designing an oral communication assignments.....1  
 Examples of assignment instructions and tips across disciplines.....2-5  
 ILO Oral Communication Rubric.....6  
 Assignment essentials relevant to all assignments.....7

**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.

<p>CSU East Bay Oral Communication Rubric Approved Academic Senate March 19, 2019</p>	<p>This column contains considerations for faculty when designing an assignment</p>	<p>This column contains examples of language and approaches that instructors might use.</p>
<p><b>Category</b></p> <p><b>Purpose</b>  <i>Purpose may include conveying a key message, central idea/theme, relevant information, or emotion that aligns with the intended audience.</i></p> <p>Presentation clearly conveys the purpose throughout.</p>	<p><b>Considerations for developing assignments focused on “Purpose”</b></p> <p>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?</p> <p>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)?</p> <p>Have you explained that dissemination (presenting and publishing) is part of the research cycle?</p>	<p><b>Example assignment instructions/prompts for “Purpose”.</b></p> <p>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).</p> <p>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)...”</p> <p>Think of a key question or controversy in the discipline &amp; describe and explain its relevance using a variety of media such as Adobe or Spark.</p>

**Organization**  
*Organization may include logical order, cohesiveness,*

**Evidence**

*Evidence may include citations, examples, anecdotes, quotations, and quantitative or qualitative data.*

Evidence is consistently integrated and supports the purpose.

**Considerations for developing assignments for “Evidence”**

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?

**Example assignment instructions/prompts for “Evidence”**





**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**

## 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 \_\_\_\_\_ and instructions documented \_\_\_\_\_ :

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