

Signature Assignment for Core Student Learning Outcome #2

Course: Communication 160
Instructor: Joshua Young
Assignment Title: Advocacy Speech

Outcome to be assessed: Divine Word College graduates will have acquired effective written and oral communication skills to be able to express themselves appropriately while presenting to or interacting with widely diverse audiences.

Assignment Description: For your final speech, you will present a speech that persuades audience members to do something for a Church missionary group. You will focus on the giving of time, talent, or treasure to a mission and the persuasive elements to get people to voluntarily give them. You can pick a mission in your own congregation or whatever worthwhile mission you think deserves more of our support. This speech should be between 6-9 minutes long. Speeches should include a speaking outline and reference sheet, in APA style, to be turned in at the time of your speech performance. The speech will be graded using the speech evaluation form posted on Populi and will follow the Oral Communication rubric posted on Populi. This speech serves as the final exam and will be used as an assessment of the Student Learning Outcome for Oral and Written Communication. (200pts)

Requirements

- 6-9 minute speech
- 2-5 subtopics
- 6 sources minimum other than yourself, a dictionary, or an encyclopedia.
- 1 source minimum from an academic source
- Typed and well-developed speaking outline
- Notecard to speak from
- In-text citations and references page in APA format
- Follow the performance expectations discussed in class and outlined in the Oral Communication Rubric.
- Clear advocacy in nature

Guidelines

- Make it clear that the goal of your speech is to persuade/advocate for your chosen mission.

- Narrow your topic so that you are speaking in depth and not just in breadth.
- Define your topic by explaining what it is and what it is not.
- Be careful that all information in the speech is central to the thesis and not off on a tangent.
- Select the organizational pattern that best suits your topic. Especially those discussed in class.
- Organize your thoughts carefully.
- Limit ideas and information so that the audience will not experience information overload.
- Use transitions that make sense.
- Keep jargon to a minimum, and carefully define any technical terms used.
- Make sure all your information is presented clearly.
- Make sure all of your information is accurate.
- Use credible and appropriate sources, carefully checking quotes and citations.
- Become involved, both vocally and physically, in your delivery.
- Consider ethics as they apply to the speaker and listeners, even in the persuasive context.

Evaluation Criteria:

Assessment of the Student Learning Outcome will be done through the Oral Communication VALUE Rubric from the Association of American Colleges and Universities (see rubric for details).

Evaluation of skills includes:

- Organization- The ability to clearly and consistently present observable cohesive presentation
- Language- The ability to choose language that is compelling and appropriate to an audience
- Delivery- The ability to perform a presentation and is compelling and effective
- Supporting material- The ability to make use of effective evidence in an appropriate way
- Central message- The ability to create an overall oral presentation that advances the central thesis of the speaker.

Formatting:

Students are required to complete a speaking outline, as presented in class, with APA in-text citations and reference page. Oral performance should be formatted to meet the criteria explained in the rubric as discussed in class.

Possible Topics:

The topic must be chosen by the student, limited to the assignment description, and approved by the instructor.

Signature Assignment for CORE Competency #2 A – Written Communication

Course: ENG 112 Academic Writing
Instructor: Yasmin Rioux, Ph.D.
Assignment Title: Examining Images as Arguments: Visual
Assignment ID (To be assigned)

Outcomes to be assessed: CORE/2 – Communication Effectiveness: Divine Word College graduates will have acquired effective written and oral communication skills to be able to express themselves appropriately while presenting to or interacting with widely diverse audiences.

Assignment Description: **Examining Images as Arguments: Visual Rhetoric Analysis**

Overview:

Please locate an image from an advertisement (provide the source).

Analyze the image and create an argument that surrounds the underlying assumptions this image portrays, supports, and enforces.

The central questions to keep in mind are what is the ad's message and how does your selected advertisement convey that message? Before you begin with your writing process, please make sure to review our section on rhetorical situations.

This paper is a signature assignment. It is part of the Divine Word College Assessment program, and will be used beyond this classroom to aid in our efforts to improve student learning. Your identity will always be protected, and no one will know which author wrote which paper as the process is 100% anonymous! Pages: 5-6.

Central questions to keep in mind: What is the advertisement's message and HOW does your selected advertisement image convey a message? What rhetorical choices are employed by the author or designer to emphasize and compose a message?

Introduction to your paper:

- Briefly describe the ad and provide an overview of where it was published and by whom. What issue does the ad address? HOW does it do so?

Visual analysis: Yes, this is research based!

- Provide us with an overview of the image's physical appearance! Imagine that your reader has never seen the image and cannot see it! Be descriptive, specific, and detailed!
- Using sources to support your hypotheses and ideas, please describe the ad creator's choice of font, design, color choices, contrast, visuals vs. text, etc.

Rhetorical analysis: Yes, this is research based!

- Please provide us with a thorough analysis of your image:
 - o Who created the piece? **Author**, designer, drawer, artist, painter, company, organization, etc.
 - o Why was it created? What is its **purpose**?
 - o Who is the ad's intended **audience**? Was it made for women? Men? Both? Girls? Boys? Teens? Older or younger individuals? Etc.
 - o What is the **context** in which this ad was created? What is the image's overall meaning in its time and place? Think politically, socially, economically, etc.. Reflect back on our course examples regarding HIV/AIDS, health, deforestation, climate change, etc
 - o **Form**: what was the original form this ad was printed on/in/with? Was it on a park bench? In a magazine? Online? Etc.

Conclude your paper:

Review the ad and its overall message! What was it trying to convey and HOW did it do so?

NOTES:

Make sure you include your image in an “**Appendix**” at the end of your paper.

Every detail of your paper must reflect thorough research. You cannot just say “the author used yellow, because it makes you happy”. You must support claims like this! Use sources to provide support for everything you state in your visual rhetoric paper.

Make sure you **EXPLICITLY** state **ALL ELEMENTS** of the rhetorical situation so I can easily find them!!! (author/designer, purpose, audience, form, context). Please use appropriate subheadings according to your selected academic format.

Evaluation criteria:

The paper will be evaluated based on the following criteria. See the attached rubric for further details.

1. Context of and purpose for writing includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).
2. Content Development.

3. Genre and disciplinary conventions formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.
4. Sources and Evidence
5. Control of Syntax and Mechanics

Formatting:

Use Chicago Author-Date Style, Chicago Notes Bibliography Style, or APA Style

Use a separate page for references.

Use a minimum of **six** references.
