Fall 2016

Fundamentals of Speech

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**Recommended Citation**
Tucker, Barbara; Whitesell, Melissa; Drye, Jerry; Min, Sarah; Kinkead, Clint; and Barton, Kristin, "Fundamentals of Speech" (2016). *Communication Grants Collections*. 2.
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Barbara Tucker, Kristin Barton, Melissa Whitesell, Jerry Drye, Sarah Min, Clint Kinkead

Fundamentals of Speech
Grants Collection

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- **Linked Syllabus**
  - The syllabus should provide the framework for both direct implementation of the grant team’s selected and created materials and the adaptation/ transformation of these materials.
- **Initial Proposal**
  - The initial proposal describes the grant project’s aims in detail.
- **Final Report**
  - The final report describes the outcomes of the project and any lessons learned.

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Initial Proposal
Affordable Learning Georgia Textbook Transformation Grants
Rounds Three, Four, and Five
For Implementations Beginning Summer Semester 2015
Running Through Spring Semester 2017

Proposal Form and Narrative

- Proposal form and narrative for offline drafting and review. Submitters must copy and paste their final draft into the online form for submission.
- Note: The only way to submit the proposal is through the online form in Georgia Tech’s CompetitionSpace at: http://gatech.infoready4.com/CompetitionSpace/#competitionDetail/1734734
- Italicized text is provided for your assistance; please do not keep the italicized text in your submitted proposal. Proposals that do not follow the instructions may be returned.

<table>
<thead>
<tr>
<th>Submitter Name</th>
<th>Kris M. Barton, Barbara G. Tucker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitter Title</td>
<td>Associate Professor of Communication; Chair, Department of Communication, Ph.D., Florida State University</td>
</tr>
<tr>
<td>Submitter Email</td>
<td><a href="mailto:kmbarton@daltonstate.edu">kmbarton@daltonstate.edu</a></td>
</tr>
<tr>
<td>Submitter Phone Number</td>
<td>706.272.2563 (Barton)</td>
</tr>
<tr>
<td>Applicant Name</td>
<td>Kris M. Barton, Barbara G. Tucker</td>
</tr>
<tr>
<td>Applicant Email</td>
<td><a href="mailto:kmbarton@daltonstate.edu">kmbarton@daltonstate.edu</a></td>
</tr>
</tbody>
</table>
| **Applicant Phone Number** | 706.272.2563 (Barton)  
706.272.2491 (Tucker) |
|----------------------------|--------------------------------------------------|
| **Primary Appointment Title** | Chair, Department of Communication (Barton)  
Interim Assistant Vice President for Academic Affairs (Tucker) |
| **Institution Name(s)** | Dalton State College |
| **Team Members** | Dr. Tami Tomasello, Assistant Professor of Communication, ttomasello@daltonstate.edu  
Dr. Clint Kinkead, Assistant Professor of Communication, jkinkead@daltonstate.edu  
Mr. Jerry Drye, Associate Professor of Communication, jdrye@daltonstate.edu  
Ms. Sarah Min, Senior Lecturer in Communication, jmin@daltonstate.edu  
Mr. Nick Carty, Associate Professor of Communication, ncarty@daltonstate.edu  
Ms. Melissa Whitesell, Reference/Instructional Librarian, mwhitesell@daltonstate.edu  
To be Determined: Instructional Technologist, Digital Design Instructor (positions currently unfilled) |
<p>| <strong>Sponsor, Title, Department, Institution</strong> | Dr. Andrew Meyer, Vice President for Academic Affairs (Interim) |
| <strong>Proposal Title</strong> | No-Cost, Open Educational Resource Textbook for Fundamentals of Speech (COMM 1110) |
| <strong>Course Names, Course Numbers and Semesters</strong> | Fundamentals of Speech, COMM 1110, Fall, Spring, Summer |</p>
<table>
<thead>
<tr>
<th>Offered Final Semester of Instruction</th>
<th>Fall 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Number of Students Per Course Section</td>
<td>25</td>
</tr>
<tr>
<td>Award Category</td>
<td>☐ No-Cost-to-Students Learning Materials</td>
</tr>
<tr>
<td>List the original course materials for students (including title, whether optional or required, &amp; cost for each item)</td>
<td>Stephen A. Lucas, <em>The Art of Public Speaking</em>, 12th edition, required; online ancillary materials (ConnectLucas), optional (some professors do not use the ConnectLucas and some do). The campus bookstore currently sells the textbook with access to ConnectLucas for $141. This custom package designed for Dalton State is less expensive than the regular list retail price, $166.67.</td>
</tr>
<tr>
<td>Original Per Student Cost</td>
<td>Between $141 and $166.</td>
</tr>
<tr>
<td>Post-Proposal Projected Per Student Cost</td>
<td>The cost per student will be $0 if the student chooses the digital version. Dalton State’s auxiliary services has quoted us a price of $20 for printing a pdf file of approximately 400 pages if the student chooses a hard copy of the text.</td>
</tr>
<tr>
<td>Projected Per Student Savings</td>
<td>At least $140.</td>
</tr>
<tr>
<td>Plan for Hosting Materials</td>
<td>☐ OpenStax CNX</td>
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</tbody>
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NARRATIVE

1.1 PROJECT GOALS

1. Provide cost-effective, digital course resources for students enrolled in Fundamentals of Speech (COMM 1110), a required core, Area B course at Dalton State College.
2. Create flexible learning materials geared to specific needs of students enrolled in COMM 1110 at Dalton State College, in Northwest Georgia, and for its Appalachian and Latino populations.
3. Create flexible online ancillary materials to accompany textbook.

1.2 STATEMENT OF TRANSFORMATION

Dalton State College serves many economically disadvantaged students in Northwest GA. Course materials for the introductory public speaking course (COMM 1110) are cost-prohibitive for many of our students. As a result, many students refrain from purchasing some or all of the necessary materials. To mitigate this, the instructors of this course are committed to reducing the cost of this textbook and have explored options and discussed ways to reduce costs and at the same provide quality educational materials. Our efforts to work with a textbook publisher, while minimally helpful, did not result in the scope of savings for students that had been anticipated or desired. The next step to improve resource availability for students is to create a no-cost, open access, digital textbook for all students enrolled at Dalton State College and, possibly, beyond our campus.

It should be noted that this course is in the list of Top 50 Lower Division courses, and there was no grant proposal for this course during Round 2.

The communication faculty at Dalton State College have agreed that steps should be taken to reduce costs to the students enrolled in COMM 1110 and are supportive of this project to create a no-cost digital or low-cost print textbook. One of the strong features of the currently used textbook is its online resources; therefore, any replacement text would need to include such features for students and faculty alike.

Using no-cost, open access materials would improve both student access to textbook materials as well as greatly reduce the economic burden on students. The creation and adoption of a self-produced, open access textbook for this class would allow the faculty to update the material more regularly and adapt the materials for the students. We believe this
approach will improve student learning, success, and retention in the course because students will have no impediments to owning the text and potentially result in a total savings in textbook costs to Dalton State students of at least $180,000 per year.

Additionally, because the textbook authors will be mindful of the unique demographics of Dalton State’s students, we believe the text will be useful beyond our campus and appeal to instructors in other similar institutions, specifically in North Georgia. Dalton State is an emerging Hispanic Serving Institution (HSI), and that demographic, as well as first-generation and nontraditional students, will figure prominently into the writing of the text.

It should be stated that the applicants have looked at currently available open educational resources on the topic of basic public speaking for a course such as COMM 1110. These are insufficient to meet our needs in one or all of the following ways: (a) they do not address all the learning outcomes of the syllabus; (b) they do not provide examples of outlines or student work, and have no ancillaries; (c) they are straight text with no or limited graphics; (d) as straight text, they do not keep in mind online readability concerns (the paragraphs are long, not indented, etc.); or (e) the options for creating a print document for students who would prefer to read from a hard copy is limited. Therefore, although under Creative Commons licensing we could take one of these books and “remix” it with our own material, it seems more reasonable to create our own fresh product to meet our students’ and faculty’s specific needs.

Finally, the documents will be accessible and in compliance with ADA requirements.

1.3 TRANSFORMATION ACTION PLAN

1. Upon acceptance of the grant proposal and attendance at the kick-off meeting in July, the team leaders will meet with the team members to draft an outline of chapter content for the textbook based on the learning outcomes of the course and the needs of individual faculty, keeping in mind the demographics of our student body.

2. The creation of this textbook will not require course redesign, and this text will support the learning outcomes and syllabus already in existence.

3. At the time of the initial meeting with the team members, specific tasks will be allotted to team members in terms of writing, graphics, research, video incorporation, supplementary material generation, and reviewing/editing. Deadlines will be established for each chapter or portion of the work. The lead authors will coordinate the work of the team members.

4. Creation of materials with monthly check-in meetings will follow, and lead authors will submit midterm status reports to ALG as required.

5. The final working draft of the text will be completed by April 30 for use in a pilot program in Summer 2016 with all enrolled COMM 1110 students.

6. All materials—textbook and ancillaries—will be made available to students as downloadable, accessible PDF files on individual faculty members’ D2L course sites, in addition to being housed on the Roberts Library LibGuides site.

7. We will pursue a Creative Commons license for newly created instructional materials.

8. After a pilot in Summer 2016, edits and revisions will be made to the existing text for Fall 2016 usage in all sections, traditional and hybrid, of COMM 1110.
1.4 QUANTITATIVE AND QUALITATIVE MEASURES

In early Fall 2015, a focus group will be held with COMM 1110 students to gather qualitative data on their attitudes and concerns about textbooks.

In Spring 2016 students in COMM 1110 using the current textbook (The Art of Public Speaking) will be surveyed using a Likert-type scale instrument to assess issues such as readability, educational value, relatability, and practicality of the current textbook. In Summer 2016, the COMM 1110 classes will begin using the newly created open access, no-cost text and will be surveyed using the same instrument for comparison. Statistical analysis will then be done to determine student responses to the surveys in Summer 2016 sections as compared to Spring 2016 sections.

Faculty will be surveyed in Summer 2016 to assess instructor experience and opinion of the new textbook and supplementary materials.

Student data in terms of grades and DWF rates will be compared from Summer 2015 to Summer 2016.

1.5 TIMELINE

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Activity</th>
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<tbody>
<tr>
<td>May 31, 2015</td>
<td>Submit Textbook Transformation Grant Proposal</td>
</tr>
<tr>
<td>July 13, 2015</td>
<td>Attend kick-off meeting</td>
</tr>
<tr>
<td>July 20, 2015</td>
<td>Hold preliminary discussion of chapter content</td>
</tr>
<tr>
<td>August 10, 2015</td>
<td>Complete sample draft outline of chapter content</td>
</tr>
<tr>
<td>August 14, 2015</td>
<td>Hold team retreat to approve content and allocate tasks and responsibilities</td>
</tr>
<tr>
<td>August-December 2015</td>
<td>Write textbook chapters</td>
</tr>
<tr>
<td></td>
<td>Begin creation of ancillary materials</td>
</tr>
<tr>
<td></td>
<td>Meet monthly with team members</td>
</tr>
<tr>
<td>September 2015</td>
<td>Hold student focus groups</td>
</tr>
<tr>
<td>October 2015</td>
<td>Hold student contests for cover design and title of text</td>
</tr>
<tr>
<td>December 2015</td>
<td>Submit status report to ALG</td>
</tr>
<tr>
<td>January-April 2016</td>
<td>Complete creation of graphics, videos, and ancillaries (test bank in print and online form)</td>
</tr>
<tr>
<td></td>
<td>Continue monthly team meetings</td>
</tr>
<tr>
<td></td>
<td>Complete editing of textbook</td>
</tr>
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</table>
April 2016  Survey COMM 1110 students about existing text (Lucas)
April 30, 2016  Complete first draft for Summer 2016 pilot
May 1, 2016  Submit status report to ALG
May 6, 2016  Hold team retreat to discuss final draft/implementation
May-July 2016  Conduct pilot testing in all Summer 2016 COMM 1110 courses (enrollment approximately 100)
Survey students in Summer 2016 pilot about text
July 2016  Survey faculty about Summer 2016 pilot
July-August 2016  Make revisions to text and materials as needed
Fall 2016  Implement full use of new text and materials in all COMM 1110 sections
Compare Summer 2015 and Summer 2016 student data (grades, DWF) and Spring 2016 and Summer 2016 student data on attitudes toward text
Spring 2017  Submit final report to ALG

1.6  BUDGET

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<th>Amount</th>
<th>Description</th>
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<tbody>
<tr>
<td>5,000</td>
<td>Kris Barton</td>
</tr>
<tr>
<td>5,000</td>
<td>Barbara Tucker</td>
</tr>
<tr>
<td>800</td>
<td>Travel</td>
</tr>
<tr>
<td>2,000</td>
<td>Graphics (team member to be determined)</td>
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<tr>
<td>3,000</td>
<td>Video for ancillaries (Tami Tomasello)</td>
</tr>
<tr>
<td>6,000</td>
<td>Contributors/Reviewers/Consultants (1500 each for Sarah Min, Clint Kinkead, Jerry Drye, and Nick Carty)</td>
</tr>
<tr>
<td>2,000</td>
<td>Research Librarian and LibGuides consultant, Melissa Whitesell</td>
</tr>
<tr>
<td>2,000</td>
<td>Creation of test bank/quizzes, including uploading to LMS (Instructional Technologist or Assistant)</td>
</tr>
<tr>
<td>2,000</td>
<td>One hundred print copies for pilot</td>
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<tr>
<td>1,500</td>
<td>Two team member retreats</td>
</tr>
<tr>
<td>700</td>
<td>Materials: Office supplies, printing costs for drafts</td>
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<td></td>
<td>Total: $30,000</td>
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</table>

1.7  SUSTAINABILITY PLAN

Approximately 24% of Dalton State College students are enrolled in COMM 1110 in a given academic year, and it is a required core course for every degree-seeking
student. Adoption of this textbook for public speaking would result in a campus savings of $180,000 per year.

The Department of Communication faculty who teach COMM 1110 will meet yearly to evaluate effectiveness of the textbook and will replace and revise sections as needed to continue improving the course. The Library will continue to subscribe to and maintain LibGuides as well as update materials in the Georgia Knowledge Repository.

1.8 REFERENCES & ATTACHMENTS

Letters of support from Dr. Andrew Meyer, Vice President of Academic Affairs (Interim); Dr. Mary Nielsen, Dean of Liberal Arts; and Ms. Lydia Knight, Director of Library Services
Syllabus
COMMUNICATION 1110-01H – FUNDAMENTALS OF SPEECH (80417)

Department of Communication/School of Liberal Arts/Dalton State College
Monday, 3:05-4:20, Lorberbaum Liberal Arts Building 237
Fall 2016, A session

Instructor: Dr. Barbara G. Tucker
Office: Lorberbaum Liberal Arts 107B
Phone: 706.272.4411; 706.272.4403 (Department of Humanities)
Email: btucker@daltonstate.edu
Webpage: http://www.daltonstate.edu/faculty/btucker/
Office Hours: 8:30-10:30 Monday – Thursday; 4:30-5:00 Mondays; other times by appointment

COURSE DESCRIPTION

A course in basic principles of effective oral communication. The course emphasizes planning, researching, organizing, and presenting types of speeches used in business, educational, and political activities. Special attention is given to informative and persuasive extemporaneous speeches.

REQUIRED MATERIALS

Tucker, B. G. & Barton, K. M. (2016). Exploring Public Speaking. This is an open educational resources textbook. You can access it as a pdf for free at

http://libguides.daltonstate.edu/c.php?g=491933

or through a link in D2L.
You can buy a copy of the book at Auxiliary Services at these prices:

Black and white, three whole punched copy, $13.50

Black and white, 3-hole punched, in a notebook, $15.00

Color, 3-hole punched, in a notebook, $40.00

Color, 3-hole punched copy, $38.50

ASSESSMENT. Updated Fall 2012.

Outcome 1: Students will exhibit expertise necessary to research, organize, and present an oral report or speech. (General Education Learning Outcomes)

Measure: Students will research, prepare, and present an informative speech with an introduction, thesis, body with 2-5 main ideas, and conclusion/summary which will be measured
by a grading rubric that focuses on the research, organization, and presentation components of
the assignment.

**Target:** Seventy percent of students will earn 80% or better on the research,
organization, and presentation components of the assignment.

**Outcome 2:** Students will analyze, evaluate, and provide convincing reasons in support of
couclusions and arguments. (Critical Thinking)

**Measure:** Students’ competence will be measured by the research, analysis, and evaluation
scores of a rubric evaluating a persuasive speech providing clear and convincing reasons in
support of a proposition.

**Target:** Seventy percent of the students will earn 70% or better on a persuasive or
argumentative speech.

**Outcome 3:** Students will use technology and gather data to conduct research from various
sources, including electronic media, and demonstrate an understanding of plagiarism by
acknowledging and citing informational sources correctly. (Critical Thinking)

**Measure:** Students’ competence will be measured by the research and documentation scores on
a rubric evaluating a persuasive or informative speech that includes references to researched
sources of information (both orally and in a bibliography) adhering to citation guidelines and
requirements.

**Target:** Seventy percent of the students will earn a grade of 70% or better on research and
documentation rubric component scores on an informative or persuasive speech requiring use of
electronic and published source material.

**Outcome 4:** Students will demonstrate an ability to evaluate observations, inferences, or
relationships in works under investigation. (Critical Thinking)

**Measure:** Students’ competence will be measured by the evaluation component score on a
rubric that will evaluate observations, inferences, or relationships in a critique of a classmate’s
presentation, one provided by the textbook, or a famous speech.

**Target:** Seventy percent of the students earn 70% on a written or oral critique of an oral
presentation.

**EVALUATION**

1. To receive a passing grade (D—60%--or better) the student must accumulate at least 600
(out of a total of 1000) points from the various assignments during the course. The
student must also present the informative and persuasive speeches.
2. Grades will be based on the level of proficiency in speaking and the demonstration of the knowledge or principles of public communication as shown in written work. Rubrics will be available online.

3. Grading Scale

   A= 901-1000;   B=760-854;   C=665-759;  D=570-664;  F=569 and below.

4. Grades will also be posted on GeorgiaView.

ATTENDANCE POLICY

Students should consider the decision to miss class very carefully.
1. The instructor will take attendance every class period.
2. Students may miss four class periods without penalty during the semester, BUT doing so is not encouraged.
3. **Missing any portion of the class longer than 30 minutes** is considered a total absence.
4. After two absences, students will lose two points from their final grade for each absence.
5. The instructor will confront students about attendance, and chronic lateness will be addressed as well.

LATE WORK AND MAKE UP POLICY

The instructor expects that the student will contact her by email or phone or inf private consultation if a class will be/has been missed and if the student desires to complete the assignment. A viable reason for the absence should be offered. Otherwise, the instructor will assume the student chose not to complete the assignment and to take the penalty. **It is the student’s responsibility to approach the instructor about making up work.** If a test or speech is missed, the student should expect to take the test or give the speech immediately upon returning to class.

**Warning:**

On speech delivery days, class may go over time five to ten minutes to finish speeches. Please do not leave unless absolutely necessary.

DISCLAIMER

The instructor reserves the right to delete assignments if time does not permit and subsequently to adjust the distribution of point values of remaining assignments. Because I allow for extra points to be earned, I DO NOT round up grades. (89.5 is a B). Please do not ask.
ASSIGNMENTS

a. Oral and oral-related assignments (70%)

a. Personal Experience Speech. 1:00-2:00 minutes. Purpose: to introduce oneself to the class members by telling an important narrative from one’s life. 30 points.

b. Tribute speech. 4-5 minutes. Purpose: to cause audience to appreciate and understand your admiration for a particular person, group of people, or institution. Speech will use one PowerPoint slide of the subject. 100 points. The outline (10 points) must be submitted to Assignments in GeorgiaView prior to delivery of speech, as noted on schedule. Student will not be permitted to speak without submission of outline. Tribute self-evaluation reflection, 10 points.

c. Informative speech, given as part of symposium with four to six other class members. 5-6 minutes. Purpose: to create understanding about an object, event, process, or concept. PowerPoint presentation required. 150 points. Unit also includes the Library Research Assignment (25 points), the outline (20 points), and a group participation grade (20 points). The outline must be submitted to Assignments in GeorgiaView prior to delivery of speech, as noted on schedule. Student will not be permitted to speak without submission of outline. Students must give the Informative speech to pass the class.

d. Persuasive speech. 6-8 minutes. Purpose: To influence the beliefs and/or behavior of audience through evidence, ethical appeals, and motivational techniques. 200 points. Unit includes a survey (20 points) and an outline and works cited page (25 points). Outline must be submitted to Assignments prior to delivery of the speech. Student will not be permitted to speak without submission of outline. Students must give the Persuasive speech to pass the class.

e. Impromptu speech activities, 3@10 points each.

f. Recording Reflection – a 100- to 150-word paragraph on your recording of either the tribute or informative speech prior to giving it in class; recording in library presentation lab. 30 points.

g. There will be (extra credit) incentives to attend campus events involving public speaking or other subjects relevant to class conduct. A list will be provided early in the course. Musical, club programs, and movies do not count.

h. Peer Evaluation Essay – a 250- to 300-word essay evaluating a classmate’s informative speech. 30 points.
Testing (300%)

1. Midterm Exam over Chapters 1-2, 4-8 and some lecture. 75 points. This test is over basic public speaking information found in these chapters and beginning lectures.
2. Final Exam over Chapters 3, 9-14, 100 points.
3. Lectures guides for online lectures completed. 25 points.
4. Chapter responses/reflections. At least ten at ten points each (100 total).
5. Opportunity for extra credit if more are completed. Submit in Quizzes section of the D2L before the midterm and final exams for the appropriate chapters. Three questions are:

   What three things in this chapter were learning experiences for you, that is, you had not known them specifically beforehand?

   What is still unclear (muddiest point) after reading the chapter? What questions do you have? What did you feel the chapter needed to explain more or in more depth?

   What information will be most helpful to you for your next speech assignment?

Specific Assignment Criteria are provided online and discussed in class and posted in D2L.

CLASS VALUES AND CONDUCT

This and any public speaking class is based on these core values:

1. Respect for the dignity, beliefs, values, time, feelings, efforts, and opinions of others, including classmates, the instructors, those who will be in the class later, and the custodial staff.
2. Courtesy and full attention toward classmates as they speak, either formally or informally.
3. Taking all speech experiences and audiences seriously.
4. The priority of attendance and punctuality.
5. Recognition that the process of preparing to speak takes time, and that time invested guarantees a well supported, organized, and clear speech that meets the time limits and class stipulations.

Therefore, the following conduct is expected.

a. Turn off and put away electronic devices when the instructor starts class.
b. Do not enter or leave the classroom during a speech.
c. University System Policy stipulates no children should be brought to class, nor weapons or illegal substances.
d. Dress appropriately for public speaking on days you are delivering a speech. This means
   • Clean, preferably collared, shirts; slacks and jeans are preferable to shorts.
   • Remove hats while speaking.
   • Clothing that is in good repair and that does not detract from the message.
   • Rubrics may have a category for dress and appearance.
e. Speech topics should concern legal and ethical behavior; profanity is not appropriate.

f. Show appreciation and support of your classmates’ speeches and learning by applauding and by not packing up early to leave.

g. Clean up after yourself if you eat in class.

**HOW TO SUCCEED IN THIS CLASS**

1. **Attend every session.** Since it is a hybrid, each class session is very important and packed with activities. Class attendance is a leading factor in college success, and it is important to support one another as audience members in this class. You will also get to know your classmates better, which will help your actual presentations.

2. **Check GEORGIAVIEW/D2L at least every other day.** All handouts will be posted on GEORGIAVIEW/D2L for you to review or print, as needed. Furthermore, all grades will be posted on GEORGIAVIEW/D2L within a day or so of when an assignment is completed. I will use GEORGIAVIEW/D2L for all email starting the first day of class.

3. **Spend at least two hours outside of class for every hour in class.**

4. **Practice your speeches 5-10 times before delivering them in class, and if possible, do so in a large area like the classroom and/or with a small audience.**

5. **Bring text, syllabus, and relevant handouts to class every day.**

6. **In the first week, each student will be assigned a manila folder that will be used for communication and assignment submission between student and teacher.** Please do not leave the room with the folder or look into anyone else’s folder.

7. **Do not discard any papers, handouts, or assignment work until the course is over and you are content that your final grade reflects your output.** This is good practice for any college class.

8. **I will use the originality checker embedded in D2L.**

9. **Follow Time limits.** Generally, I deduct 5 points for a minute overtime and ten points for two or more minutes overtime. Point deductions for undertime are much stricter: usually five points per thirty-seconds short. Both result from lack of practice. Short speeches are also due to speaking too fast and forgetting sections.

10. **HOLD ONTO YOUR LECTURE GUIDES AND BRING THEM TO CLASS.**

**MY COMMITMENTS TO YOU, THE STUDENT**

1. I will have class instructional materials ready in a timely manner and use class time efficiently.

2. I will assess your assignments in a timely manner (at least within 48 hours). Your grades will be posted on GEORGIAVIEW and you should keep track of them.

3. I will try to answer your email within a 24-hour period (except for weekends). You would be wiser to email me than to call because I have to be logged into email to get my phone messages anyway. Also, when emailing, use correct, professional English and address me as “Dr. Tucker” or “Mrs. Tucker” not “Hey,” and be sure to identify yourself, since otherwise I do not know whom I am addressing. An email that looks like a text message is not appropriate for communicating with instructors.

4. I will take roll and be aware of your status in the class at all times.
Recording Assignment

From my years (over 35) of teaching public speaking, I have learned that one of the best activities for improving one’s speaking is to record oneself speaking and watch it reflectively and critically.

The Presentation Lab is an asset and you should take advantage of it. Students have an option as to whether to record the tribute speech or the informative speech. Waiting until the persuasive speech does not let you learn anything.

Here are the specifications for the assignment, which is worth 30 points and IS NOT optional (that is, is not extra credit).

1. Make a reservation with the Library at http://www.daltonstate.edu/library/practice-studio.html. It is VERY IMPORTANT that you do this because it will provide proof that you did the assignment. The speech MUST BE recorded in the Presentation Lab, not your home.
2. Record the speech at least once and watch it. You will need to save the recording to a flash drive if you want to watch it outside of the Presentation Lab, which is acceptable. Because I am requiring this assignment, there will be more traffic in the Presentation Lab and your time may be limited to 15 or 20 minutes, which is sufficient to record one of your speeches.
3. After watching the recording, write a 120-150 word reflection on (1) Strengths and weaknesses, (2) how you will seek to improve before giving the speech in class. Focus not just on delivery but issues such as citing sources, structure, transitions, and introductions and conclusions.
4. I MUST receive this, either electronically or in paper form, as a keyboarded document (in Word, not as email text) by the time you give either the tribute or informative speech in class.

SCHOOL ADMINISTRATIVE MATTERS

DROP/WITHDRAWAL POLICY: Revised June 25, 2007

Students wishing to withdraw from the course may do so without penalty until the mid-point of the semester, and a grade of W will be assigned. After that point, withdrawal without penalty is permitted only in cases of extreme hardship as determined by the Vice President for Academic Affairs; otherwise a grade of WF will be issued. (Please note: At Dalton State College, the Hardship Withdrawal process requires students to withdraw from all classes at the college.) The proper form for dropping a course is the Schedule Adjustment Form, which can be obtained at the Enrollment Services Office in Westcott Hall. The Schedule Adjustment Form must be submitted to the Enrollment Services Office. Students who disappear, completing neither the official withdrawal procedure nor the course work, will receive the grade of F. This instructor will not withdraw students from the class. Withdrawal from any Dalton State College classes is a student responsibility. The last day to drop classes without penalty is October 25.
COMPLETE COURSE WITHDRAWAL: Revised June 25, 2007

The proper form for withdrawing from all classes at the college after the official drop/add period but before the published withdrawal date is the Schedule Adjustment Form. Students who are assigned to the Academic Advising Center for advisement must meet with an advisor or staff member at the Academic Advising Center (107 Liberal Arts Building) to initiate the withdrawal process. All other students must meet with a staff member or advisor at the Office of Academic Resources in the Pope Student Center to initiate the withdrawal process. After meeting with the staff member or advisor, all students will then finalize the withdrawal process in the Financial Aid Office.

Emergency Instructional Plan: MAY 3, 2011

In case of inclement weather or other emergency conditions (such as power outages) that require the College to close for up to a week, the student should do the following:

1. If power and Internet access are available, log in to GEORGIAVIEW (the discussion board and/or email) and DSConnect for directions from Dr. Tucker. I may load a PowerPoint of lecture material, a handout, or some other alternate assignment.
2. If power and Internet access are not available, consult your syllabus and continue reading and/or writing assignments listed there. This would be a good time to work and read ahead, especially on the study guides. If possible, the student should try to find a location where Internet is available.
3. It is possible, of course, that the instructor will be without power as well, so if you do not hear from her, follow the directions in 2.
4. The students should NOT assume that deadlines and test dates will change because of the power outage or emergency closing. The students should assume that the syllabus will be followed as originally given unless they receive other directions from Dr. Tucker.
5. Compensatory make-up days may be required if the total number of days lost exceeds the equivalent of one week of class time.

ETHICAL CONDUCT

Academic Dishonesty: Cheating and plagiarism are a part of the Dalton State Code of Student Conduct, which can be found in its most updated form at http://daltoncampuslife.com/student-conduct/. ANY assistance provided or given in any way toward work in a class constitutes cheating, unless such behavior is authorized by your instructor. Additionally, any use of the ideas or words of others should be noted, or this will constitute plagiarism. For more details on what Dalton State considers to be Academic Dishonesty, please review the Code of Student Conduct. Instructors will assign grades based on classroom performance. Additional sanctions may be provided as a learning experience from the Student Conduct process. Borrowing another students’ work or collaborating on an assignment not designated as collaborative is unacceptable. Furthermore, presenting work that was completed for another class, while not plagiarism technically, is not the same as presenting original work, and is therefore unacceptable.

Classroom Behavior: Dalton State is committed to respect via the Roadrunner Respect pledge. To learn more, please visit http://daltoncampuslife.com/roadrunner-respect/. “I pledge to show my
fellow Roadrunner students, faculty, staff, and administration respect by treating others the way they want to be treated and by thinking about others first before making decisions that might affect them.

**Officially Approved DSC Groups and Activities: (Effective Fall 2013)**

When students are engaged in officially approved Dalton State groups or activities that require them to participate in events off campus during school days, they shall be treated similarly to any faculty or staff member acting in that same capacity. Thus, just as faculty and staff have excused absences from their regular work schedules, students shall be excused from class without penalty if they are off campus representing Dalton State College in an approved, official capacity during their regular class time. Examples include presenting a paper or otherwise participating in a conference, attending a University System student affairs event, participating in intercollegiate competition (athletic or academic), participating in an approved field trip, etc. Just as faculty and staff members are required to submit Request to Travel forms for approval, in order to be excused, the student needs to provide the following information to the instructor prior to the date when he/she will be absent from class:

- notification of the event (in the case of athletics, students should provide each instructor a schedule of away events at the beginning of the semester or as soon as possible after the schedule is available);
- estimated time of departure from and return to campus (for example, if a student has an away game in the evening and will not be leaving campus until 3:00, he/she will not be excused from classes prior to that time on that day; similarly if the event is in the morning and the student will be returning to campus during the day, he/she is expected to attend any class scheduled after the return trip); and
- contact information for the person or organization sponsoring/authorizing the student’s participation in the event.
- The student shall be allowed to make up any work missed during the time he/she is off campus representing DSC in an official capacity. He/she shall discuss what will be missed with the instructor and make arrangements to make up any assignments, tests, presentations, etc. that were scheduled on that date.

**Disability Support Services: (Revised July 30, 2014)**

Students with disabilities or special needs are encouraged to contact Disability Support Services. In order to make an appointment or to obtain information on the process for qualifying for accommodations, the student should visit the Disability Support Services Library Guide at http://www.libguides.daltonstate.edu/Disability or contact the Coordinator of Disability Support Services. Contact information: Andrea Roberson, Coordinator

Pope Student Center, lower level
706/272-2524
aroberson@daltonstate.edu

**Title IX Information:**

**Sex Discrimination, Harassment, & Assault**

Sexual harassment is unwelcome, gender-based verbal or physical conduct that is sufficiently severe, persistent or pervasive that it has the effect of interfering with, denying or limiting
someone’s ability to participate in or benefit from the college’s educational program and/or activities, and is based on power differential (quid pro quo), the creation of a hostile environment, or retaliation.

Sexual misconduct is a form of sexual harassment prohibited by Title IX. Sexual misconduct refers to “physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to the victim’s use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.” Sexual misconduct includes dating violence, domestic violence, rape, sexual assault, sexual battery, stalking, and sexual coercion.

Reporting Options

Call 911 if you are in an emergency situation

**Dalton State Public Safety (this report is not confidential)**
Tech Building- Upper Level - 706-272-4461
Online Sexual Assault Report -
https://dynamicforms.ngwebsolutions.com/ShowForm.aspx?RequestedDynamicFormTemplate=3fe5724e-a8bd-4a31-9c25-1a3d35110a51

If you would like to report to **Dalton State Administration**: (this report is not confidential)

Report Title IX complaint online - http://daltonstate.edu/campus_life/student-conduct-about.cms

Report Student-on-Student Title IX complaint in person:

Brittnie Lee, Office of Student Life
Coordinator for Student Responsibility & Service/ Deputy Title IX Coordinator
Pope 113, balee@daltonstate.edu, 706-272-2999

Report Title IX complaint involving Faculty or Staff in person:

Lori McCarty, Director of Human Resource/ Title IX Coordinator
Memorial 122, 706-272-2034, lcmccarty@daltonstate.edu

If you would like to talk with someone confidentially:

Dalton State Counseling & Career Services, Academic Resources
Roberts Library, 2nd floor, 706-272-4430
counseling@daltonstate.edu
http://libguides.daltonstate.edu/Counseling
## COURSE SCHEDULE and DUE DATES

ALL DEADLINES ARE MIDNIGHT OF DAY NOTED, unless otherwise specified. Midnight is defined as 11:30 p.m. for clarity.

<table>
<thead>
<tr>
<th>Period</th>
<th>Class Activity</th>
<th>Reading</th>
<th>Assignment</th>
<th>Other Reminders</th>
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</table>
| Week 1  
August 15 | Introduction to class and technology  
Lecture Guide 1 | Syllabus, Explore D2L, Chapters 1-2, 11 | Watch Online Lectures 2-3, delivery ones | All class materials are posted in D2L. You can access them there. |
| Week 2  
August 22 | Personal Experience Speeches Delivered  
Tribute Speech Assigned and Explained | Chapters 4, 6, and 15 | Watch Online lectures 4-5 | |
| Week 3  
August 29 | Lecture: How to write a speech (Lecture Guides 6-7)  
Explanation of Processes for Informative speeches | Read Chapters 5 and 7 | Watch online lectures | |
| Week 4  
September 5 | Labor Day, No Class | Read chapter 8 | Tribute Outlines Due to Assignments September 5 by midnight. Expect feedback by Wednesday. | It would make more sense to go ahead and do your taping requirement assignment now rather than waiting. |
| Week 5  
September 12 | Tribute speeches delivered in class | Read chapters 9 and 12 | | |
| Week 6  
September 19 | Tribute speeches delivered in class | | Submit self-evaluation to Assignments by September | |
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<tr>
<th>Period</th>
<th>Class Activity</th>
<th>Reading</th>
<th>Assignment</th>
<th>Other Reminders</th>
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<tr>
<td></td>
<td>Informative Speech Groups Meet</td>
<td></td>
<td>26</td>
<td>Watch online lectures 10-14</td>
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<tr>
<td>Week 8</td>
<td>Lecture: Research</td>
<td></td>
<td>Submit Library Research Assignment to Assignments by September 30 midnight</td>
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<tr>
<td>September 26</td>
<td>(Lecture Guide 8 and 9)</td>
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<tr>
<td>Week 9</td>
<td>Midterm Examination in class</td>
<td></td>
<td>Chapter reflections for midterm chapters due October 2 midnight</td>
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<td>October 3</td>
<td>Lecture: How To PowerPoint</td>
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<td>(Guide 15 and 16)</td>
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<tr>
<td>Week 10</td>
<td>No class: Fall Break</td>
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<td>Submit Informative Outlines to Assignments by October 12 midnight</td>
<td>Complete taping requirement now if you did not do it for the tribute speech. Submit to Assignments by midnight the day before your speech is given in class</td>
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<tr>
<td>October 10</td>
<td></td>
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<td>Complete PowerPoints and be in communication with your group</td>
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<td>Week 11</td>
<td>Group 1 Informative Speeches</td>
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<td>October 17</td>
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<tr>
<td>Week 12</td>
<td>Group 2 Informative Speeches</td>
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<td>Watch online lectures 17-19</td>
<td>The last day to drop the class and receive a “W” is October 25. However, be proactive and don’t wait until the last minute. I would rather you not withdraw, though.</td>
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<td>October 24</td>
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<tr>
<td>Week 13</td>
<td>Group 3 Informative Speeches</td>
<td>Read</td>
<td>Submit the Peer Evaluation Essay by November 7 to Assignments</td>
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<tr>
<td>October 31</td>
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<td>Specifications on Persuasive Speeches and related assignments</td>
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<td></td>
<td></td>
<td>Read Chapters 3, 10, 13-14</td>
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<td>Week 14</td>
<td>Preparation for Persuasive Speeches</td>
<td></td>
<td>Watch Online lectures 20-23</td>
<td>Submit persuasive survey to Assignments by November 10 and look for feedback by Friday evening</td>
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<td>November 7</td>
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<td>Week 15</td>
<td>Survey Exchange</td>
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<td>November 14</td>
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<tr>
<td>Week 16</td>
<td>Persuasive Speaking</td>
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<td>November 21</td>
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<tr>
<td>Week 17</td>
<td>Introduction Exercise</td>
<td></td>
<td>Submit Persuasive Outline to Assignments November 30 by midnight</td>
<td>Look for feedback to your outlines within 24 hours</td>
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<td>November 28</td>
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<tr>
<td>Week 18</td>
<td>Persuasive Speeches Delivered</td>
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<td>Take online final examination, TBD</td>
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<td>December 5</td>
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<tr>
<td>Final Exam</td>
<td>Persuasive Speeches Delivered</td>
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<td>December 12</td>
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Final Report
Affordable Learning Georgia Textbook Transformation Grants

Final Report

Date: December 19, 2016

Grant Number: 129

Institution Name(s): Dalton State College

Team Members (Name, Title, Department, Institutions if different, and email address for each): Kristin M. Barton (deceased); Barbara G. Tucker; Melissa Whitesell; Jerry Drye; Tami Tomasello; Sarah (Jia) Min; Clint Kinkead

Project Lead: Barbara G. Tucker

Course Name(s) and Course Numbers: COMM 1110

Semester Project Began: Summer 2015

Semester(s) of Implementation: Summer 2016, pilot; Fall 2016, full implementation

Average Number of Students Per Course Section: 26

Number of Course Sections Affected by Implementation: 28 in Fall 2016; 19 in Spring 2017

Total Number of Students Affected by Implementation: 730 in Fall 2016; 475 in Spring 2017

1. Narrative

A. Describe the key outcomes, whether positive, negative, or interesting, of your project. Include:

- Summary of your transformation experience, including challenges and accomplishments
- Transformative impacts on your instruction
- Transformative impacts on your students and their performance

Dr. Barton wanted to create our own in-house text because of the continued rising costs of the publisher’s text we were using and the ongoing dealing with the representative to get a better “deal” for the students. To be honest, the basic public speaking course has not changed in many years, and the basic information has been around for centuries. However, the textbook publishers come out with a new edition every couple of years, with, of course, all the bells and whistles of online quizzes, videos, smart books, etc.
Of the nine instructors (in Spring 2015) who were teaching one or more sections of COMM 1110, an Area B course required of all degree-seeking students at Dalton State, only two were using the online materials that came with the book we were using. I was one of them, and it was unlikely that I would be teaching COMM 1110 very much in the future because of my administrative position. Therefore, due to the costs and the disinterest by the faculty in the online ancillaries of the text we were using at the time, Dr. Barton approached me about writing a text for the course.

With only a week to go to submit our proposal for Round 3, we brainstormed on it, asked for some help from a colleague in biology who had won a grant in an earlier round, and submitted. Our strength was that we were going to save a great deal of money for students. Since over 1,000 students took the course every academic year, and since the full retail cost of the text and ancillaries at the time was about $140, we were potentially going to save the students $140,000. I think, in retrospect, that number is inflated; I think it’s probably closer to $100,000, but that is still a significant amount.

The weakness of the proposal is that we were going to write a textbook and create the ancillaries in a little over a year in order to be ready for full implementation in Fall 2016. That was far too ambitious, especially considering Dr. Barton’s death in early May of 2016. However, we set to work to have a complete draft of the textbook—300 pages—ready by December so that the other faculty could read it and make edits, which they did.

I should say that we did not entirely write a book from scratch. I had already planned to publish an eBook on the subject of public speaking and had a significant amount done already. One of the questions that arise in these grants is the use of already existing texts or open educational resources under Creative Commons licenses. OpenStax does not have a public speaking text. We found two possible texts, but one only allowed use of the book as a whole and not in pieces, so that was out, since whatever we used we knew we would have to revise for our curriculum and students. The second was more useful. Oddly, the author did not want attribution under his license; it is *The Practice and Ethics of Public Speaking* by Jason Wrench and colleagues. In the end, about one-fourth of our textbook, *Exploring Public Speaking: The Free Dalton State Public Speaking Textbook*, is from the Wrench et al. text and the other three-fourths are original.

We wanted very much for the text to look like a textbook (something that is not the case with many OERs) from a publisher. After finishing the chapters and having them edited by the other faculty, we revised the Word document. I put the text into desktop publisher (Microsoft Publisher), which was then saved as a pdf document. The book has all the features of a textbook: graphics, photos of Dalton State students and faculty, vocabulary in the margins and a glossary in the back; appendices with sample speech outlines; and
references. As pleased as I am with it, it is not complete and there are several things that need to be completed.

The students access the book through the our library’s webpages or through a link in the section’s GeorgiaView page. It is also archived in the Georgia Knowledge Depository. They can buy a printed copy in our Auxiliary Services for a minimal price; a black and white copy is $13.00; a full color in a three-ring binder is $35.00. In the summer, the grant provided for all 101 students to get a free copy so that they would not be dependent on a digital version.

The basic division of labor between us was that Kris would be the editor and administrator of the grant and write four chapters; I wrote eleven chapters and did the desktop publishing. Since his passing, I have done almost all the work. The other faculty were editors and were creating videos. Unfortunately, we are behind on the test bank and videos and that is an ongoing project. A basic test bank will be available for Spring 2017. We had a great deal of difficulty getting students to volunteer to be recorded and only found a handful, but Kris was handling that and I have not had the time to address it. Kris was the department chair and I took over immediately; that has been the main difficulty of this journey.

In the supporting documentation I discuss the students’ response to the book, which was largely positive; however, I do not think I could call the students’ access to a free textbook “transformative,” nor would I say it has transformed the instructors’ teaching. Of the (presently) eleven persons who teach one or more sections of COMM 1110 per year:

- Two were new faculty for us and they were given the book to use without having had any input in it;
- One is new to teaching public speaking and really had no input into the book;
- Seven read the book in its early stages and could suggest changes and address concerns. However, they have their own way of teaching the course and probably are using the book where they need information to complement their book. I say this because of student responses on the survey (see below). Based on surveys about the previous textbook done in 2015-2016 year, they were doing this anyway.

The previous text was more basic in its information than our book. As the result of a huge publishing company with lots of researchers, that book has gone through many revisions and focus groups and is probably popular because it is so generic. Our book is more of a homegrown, personal project. We use examples of situations at Dalton State that affect our students, and we are sensitive to the large Hispanic population at DSC (about 25%).

B. Describe lessons learned, including any things you would do differently next time.

To this point I have not had the opportunity to have a deep, open, frank discussion with the other instructors about the text. This brings me to the “lessons learned” part. I do not
believe we engaged the faculty enough in this project. Dr. Barton more or less told them they would be using the textbook and that they would have input into it, but they did not have a say as to whether they would use it. Although they agreed the price of the text we were using was too high, and although they weren’t using the ancillaries to their full advantage, and although they have said complimentary things about the book in general, I do not think that the necessary groundwork was done to “get them on board.”

To address this, I have invited them to write chapters they would like to see in the book. I plan to have that deep open discussion in January. As the chair now, I don’t want a resentful faculty. On the other hand, we are not going to go back to an expensive basic speech text. Texts that students have to pay for in the sciences and their upper-division courses are so expensive that there is no justification for a book on information that has been around for 2500 years to be expensive.

2. Quotes

Provide three quotes from students evaluating their experience with the no-cost learning materials.

“Very helpful textbook and thanks for being free.”

“I love the fact it is free and you can access online.”

“The info was relevant and detailed.”

“It was a wonderful textbook to use for my speech class.”

Of course, I am providing the positive responses on the survey here. Below I detail the criticisms, most of which I consider valid. The students want three things: reasonable price (or free), access, and material that will help them get a good grade. Generally, they seem to indicate they received that.

3. Quantitative and Qualitative Measures

3a. Overall Measurements

Student Opinion of Materials

Was the overall student opinion about the materials used in the course positive, neutral, or negative?

Details of the survey administered to students in Fall 2016 about the textbook. Based on the comments and responses, I would estimate:

Total number of students affected in this project: __730 (372 responded to survey)________
Positive: ___50____ % of ___372____ number of respondents
• Neutral: ___40%____ % of ___372____ number of respondents
• Negative: __10%_____ % of ___327_____ number of respondents

Student Learning Outcomes and Grades

Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Student outcomes should be described in detail in Section 3b.

Choose One:
• ___ Positive: Higher performance outcomes measured over previous semester(s)
• ___ Neutral: Same performance outcomes over previous semester(s)
• _x__ Negative: (Somewhat) Lower performance outcomes over previous semester(s) in terms of average GPA.

Dalton State uses an assessment tool called Academic Effect (formerly WEAVE) to assess student learning outcomes in each class. Three different instructors assess the course each semester, which allows for equality of work but some inconsistency in the results. One instructor assesses the course on campus, one the hybrid version, and one the course at the off-campus site. The course has four learning outcomes with targets of 70% of the students achieving 70% on the measures, which involve presentations and a short paper.

Summer courses are not assessed. In Fall 2016, all measures were met in the on-campus traditional class; all four were met in the off-campus site class; and three of four were met in the hybrid, on-campus site class. In comparison to spring 2016, this is comparable: all measures were met in the traditional on-campus section and in the traditional off-campus site section. The hybrid had not been taught for since Spring 2015; hybrid classes in public speaking, like online, have their own challenges (attendance being one) that are probably unrelated to the choice of textbook.

Student Drop/Fail/Withdraw (DFW) Rates

Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?

The DWF rate for Fall 2016 was slightly higher than from Fall 2015.

Drop/Fail/Withdraw Rate:
18.6% of students, out of a total 730 students affected, dropped/failed/withdrew from the course in the final semester of implementation. The percentage in Fall 2015 was 15%.

Choose One:

- Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- Negative: This is a higher percentage of students with D/F/W than previous semester(s)

However, the original proposal indicated that we would compare Summer 2015 to Summer 2016, which was the pilot semester. In Summer 2015 the DWF rate was 18.75% (80 students) and in Summer 2016, 11.9% (101 students). Therefore, based on the original proposal, there was improvement during the pilot phase.

3b. Narrative

The accompanying documents detail the data collected as indicated in the original proposal. Based on Summer 2015 to Summer 2016 data, student performance improved; based on the Fall 2015 to Fall 2016 data, it decreased somewhat. This might be explained by the introduction of two new instructors who were unfamiliar to the book teaching nine of the classes and a larger pool of students (103 more) enrolled in the course.

The students were surveyed in the last two weeks of the semester on various aspects of the textbook. Several interesting points came from the surveys that will help going forward.

One of the arguments for using an open resource is that students will have access to it the first day and therefore read more of it. In the Survey done in Fall 2015, we found that 16% of students did not purchase or get access to the expensive text we previously used in the first week, and that the amount of reading they did was not adequate. We did see an improvement in the amount of the text read by the students in Fall 2016 with the open resource. For example, those who read 75% of the assigned portions went up from 35.7% to 9%, and those who read half of the assigned portions went from 20.6% to 35.2%.

In regard to the matter of when the students gained access to the book, in Fall 2015, 222 out of 264, or 88%, reported getting the book in the first week of the semester or earlier. That means 16% did not have the book when it was needed. Although that is remedied with a free online book, anecdotal evidence shows that access does not mean reading it.

Compared to the publisher’s textbook, where 44.7% found the book’s reading level about right and 31.7% found it easy, 55.4% found the open resource reading level to be about right and 32% found it easy. Only 4% found the open resource harder to read than other textbooks.
(compared to 4.3% for the publisher’s text); and the students rated the open resource as more interesting to read than their other textbooks by 17.5% compared to 13.6% for the publisher’s textbook.

Finally, students were asked on all surveys what features of the books they liked or disliked. A straight comparison is difficult, because more specific questions were asked about the open resource to get feedback for the revision and improvement. However, when the responses are examined, they indicate the open resource was reviewed favorable overall. Obviously the fact that it is free helps the students to have a more positive attitude.

The most valid criticism of the book was the absence of test banks, noted by about 1/3 of the students. This is in process and is part of the grant but proved to be a more difficult task to achieve after Dr. Barton’s death. We wanted to film our students giving good speech examples but only a handful were interested in doing so. It will be remedied over the spring and summer semesters.

Also of concern is the issue of graphics and look. This is the only one where the “likes” just about equaled the “dislikes.” Some wanted more photographs, which is a possibility but would just take up more space, as would more white space and bigger font. Also, the table of contents needs to be hyperlinked to sections of the digital book, which is an easy fix.

The organization of chapters will be addressed in the summer when the book is revised. The other instructors are being asked to write sections they would like to see included as appendices or parts of chapters. A couple of chapters could probably be separated into two to make them shorter.

The last legitimate concern from the “dislikes” question is that of the style being boring. These might be the same students who rated it less interesting (about the same number). This will be addressed in the revisions, perhaps with edits to shorten sentences and paragraphs and add more transitional material.

Unfortunately, some students did not know they could get a copy for about $15 (black and white) in Auxiliary Services. We will make sure that is better advertised, although it was on the syllabus.

At the end of the survey the students could then write comments about what they liked. Most comments were positive. A few said it was too long or that chapters were too long, and some said it was boring. Of course, most college textbooks are somewhat boring from an 18-year-old’s perspective; however, these comments will be taken into account when the textbook is updated. Our original plan to have only 15 chapters probably was too few, making the second chapter too long, for example.
4. Sustainability Plan

The textbook will be used in the future indefinitely. Every year it will go through updating and ancillaries will continue to be created and made available in GeorgiaView. Every update will be submitted to the libguides and to the Georgia Knowledge Repository.

5. Future Plans

For me personally, I adopted portions of an open resource text for my 3000-level professional communication course. That is the only planned use of an OER I have for now, although in a future upper-level communication course I will look for journal articles to supplement the reading. In general I think that OERs should be used for the common core courses in the first two years, except perhaps for science courses that require more frequent updating. Their use in upper division courses is more difficult although faculty can attempt to use them from a variety of sources. The amount of work involved in creating a book and maintaining and updating it such as we did was extensive and I would not suggest anyone take it on lightly. I hope that others will find the book helpful and useful in their freshmen public speaking courses.

I will be speaking on January 13 in Macon on this project and in February at the Georgia Communication Association Conference.

6. Description of Photograph

The photograph of the team will be submitted after the new year. We have not been able to get together for a photograph for a variety of reasons.