

UCCS COMPASS CURRICULUM COMMUNICATION IN SUMMIT COURSES

To clarify, communication instruction in the Compass Curriculum, the following descriptions are provided by Communication faculty and the Communication Center of each of the possible approaches to communication in Summit Courses. These descriptions are drawn from literature available through national academic associations and research institutions.

1. Public speaking/presenting in a Summit Course: Students present a speech and receive feedback regarding their presentation skills.

“Public speaking is when a single person – or sometimes a group people – present a message to a few or many people, who usually do not have speaking roles, except sometimes asking questions.”

2. Interpersonal (one to one) and/or group activities in a Summit Course: Students participate in a goal-oriented group and/or interpersonal interaction related to their studies in the discipline and the capstone experience.

“Interpersonal communication is the process of managing messages and media for the purpose of creating meaning in interactions between two people in social, personal, or in the case of Summit Courses, goal-oriented situations.”

“Group communication refers to interactions involving a larger number of people, typically 3 to 12, that usually take place in a formal, goal-oriented situation.”

3. Digital, visual, and performance media in a Summit Course: Students engage in an activity to demonstrate their understanding of the role and impact of media and technology on communication in their discipline.

“Digital communication in the classroom setting typically refers to the use of electronic communication technologies, computer applications, and digital communication media. Examples include but are not limited to: computerized presentation technology (e.g. PowerPoint, Prezi), participation in web conferencing, conducting webinars, or use of any social media for educational purposes related to coursework.”

Sources

Classification of Instructional Program, 2000. Center for Educational Statistics, Department of Education: Washington, DC; National Communication Association: Washington, DC.

**EXAMPLE OF A PUBLIC SPEAKING/PRESENTING ACTIVITY
FOR SUMMIT COURSES IN COMPASS CURRICULUM**

Have students choose (or assign) a research topic relevant to course content. Based on researching the topic, they write a paper or just develop a speaking outline that they use to present the results of their research.

Professors may provide their own specific requirements for the presentation such as length, required practice, videotaping in class and required viewing afterwards, etc. Communication Center staff can videotape students' presentations in class, then students can visit the Center and view and get feedback about their presentation,

Consider using the following "Instruction, Practice, Feedback" approach that is recommended in the Compass Curriculum's GPS courses.

- **Instruction:** Provide guidelines for giving an effective speech. The Communication Center has a description of eight competencies for public speaking available online or for delivery in class.
- **Practice:** Encourage students to practice their speeches with classmates or in the Communication Center, using their presentation outline.
- **Feedback:** Using the eight competencies or the professor's preferred evaluation rubric, provide feedback in class after each presentation. First tell the students what they did well, and then what opportunity for improvement was observed. Consider the use of peer formal or informal feedback from their classmates.