

Learning Outcome #1	Intentional Learning Strategies	Assessment Strategies
	<p><u>* Learning Activities</u></p> <p>Service learning brochure, peer tutoring different subject areas (<a href="#">Rose@S.c</a>)</p> <p>Interactive poster speaking (jwolf)</p> <p>Study speech, interviewing skills, public report, class discussions, reflection papers.-Kat</p> <p>Persuasive speaking (JUAN)</p> <p>Provide listening pretest discuss varies types of listening (icp) Speeches and essays</p>	<p>Public speaking, listening exercises</p> <p>Self-evaluations</p> <p>Peer critiques on how effective persuasive strategies used (juan)</p> <p>Do skill guidelines(from textbook)</p> <p>Rubrics</p> <p>Peer critique, on time, rubric. –kat</p>
Learning Outcome #2	Intentional Learning Strategies	Assessment Strategies
	<p>Audience survey</p> <p>Use percentage graphs</p> <p>Interview –Katrika</p> <p>Teach them to use excel program to calculate grades (small)</p> <p>Analysis of APP</p> <p>Introduce students to necessary quantities measurements</p>	<p>Create graphs/ charts showing results in the group presentation etc.</p> <p>-Evaluate (B todd)</p> <p>Video tape presentations, group critique, score and evaluate rubric (katrika)</p> <p>Show that they can calculate grade.</p> <p>Have students come up with them in their own way</p>
Learning Outcome #3	Intentional Learning Strategies	Assessment Strategies
	<p>Service Learning provides exposure to students in placement possibilities that they must utilize critical thinking to solve problems (rose)</p> <p>Group problem solving(jwolf)</p> <p>Creative problem solving (B)</p> <p>Persuasive speech</p> <p>Interview</p>	<p>Problem solved, student continues with project or move to something else with knowledge of instructor (rose)</p> <p>Consummative (instructor plus observers) “fish bowl” peer evaluation.</p> <p>Rubric peer critique</p> <p>Choosing an employable candidate</p>

	<p>Case studies for problem solving (DW)</p> <p>Informative persuasive speech/ debate (ICP)</p> <p>Conduct experiments in communication outside class: track communication behaviors, write my results tentative.</p>	<p>Win-win rubric</p> <p>In class presentations persuasive presentation (deductive , inductive) reasoning Isabel</p> <p>Embedded in strategy rubric for experiments.</p>
<b>Learning Outcome #4</b>	<b>Intentional Learning Strategies</b>	<b>Assessment Strategies</b>
	<p>Research Essays using MIA/APA</p> <p>Controversial issues research all sides evaluate strengths multiple viewpoint and apply in a presentation (EL)</p> <p>Speeches debates</p> <p>Mandatory sources for final speech presentation</p> <p>Public figure, persuasive speech, informative speech popular recordings speech- Katrika</p> <p>Group project with outline proposal and reference page ect.</p>	<p>Quality / quantity of references</p> <p>Ability to look at multiple perspectives. Ability to identify with sides that student personally would oppose.</p> <p>Evaluation criteria (BTODD)</p> <p>References list</p> <p>Research historical background</p> <p>Bibliography videos, tapes, music, samples –katrika</p> <p>Research to complete speech (ISABEL)</p> <p>grade these</p>
<b>Learning Outcome #5</b>	<b>Intentional Learning Strategies</b>	<b>Assessment Strategies</b>
	<p>E.L Research place in work that interests you, develop an informative speech.</p> <p>Ethnography paper on Culture/leather on culture</p> <p>Chp2 “who activity” kat.</p> <p>ICP/YL – website using 6 multiple written dimensions.</p> <p>Culture identity essay. Introduce cultural diversity through specific comm. rules /nitival. Role-play active learning Bill Todd.</p> <p>Students tell stories from their cultural backgrounds in essays and presentations.</p>	<p>Evaluate as inform. Speech- and an ability to interest others in place.</p> <p>Ethnographies presentation of term paper (from written feedback group discussions cultural perspective katrika.</p> <p>ICP/YL grade-outline sources informative presentation.</p> <p>Assignment through which students working in teams of two analyze and comment on each others cultural values -Isabel.</p> <p>Essay reaction paper. We grade these- participation points, cultural climate, and political, economic, social katrika. See freedom writers read FW Diary .Relate holocaust</p>

	<p>Class discussions/ group work on cultural differences.</p> <p>Public figure report, informative speeches, Darfur video – katrika. Presentation on different parts of the world – theater, clothing, act.</p>	riots Mia/ LA gang intol.
<b>Learning Outcome #6</b>	<b>Intentional Learning Strategies</b>	<b>Assessment Strategies</b>
	<p>Service learning provides opportunities (<a href="mailto:rose@s.l">rose@s.l</a>)</p> <p>Take stand on a community local global issues argue for action you want.</p> <p>Service learning volunteer (BTODD)</p> <p>Opportunity</p> <p>Service learning</p> <p>Persuasive speech</p> <p>Informative speech</p> <p>Informative speech</p> <p>Persuasive speech – cause, organization</p> <p>Show dead poets freedom writers</p> <p>Interview project</p>	<p>Ability to develop projects to foster responsibility</p> <p>Persuasive assessments the ability to convince other others.</p> <p>Actual participation</p> <p>Service learning</p> <p>These students motivate their classmates to volunteer next semester</p> <p>Students outline speech plus sources will receive a grade (YL)</p> <p>Understand of tolerance diversity write journal read other related material oral presentation.</p> <p>Rubrics</p>
<b>Learning Outcome #7</b>	<b>Intentional Learning Strategies</b>	<b>Assessment Strategies</b>
	<p>Presenting informative persuasive speeches of students' choice.</p> <p>Present an important situation with an ethical dilemma that a group discusses and answers (dw)</p> <p>Service learning project that involves exposure to ethical thinking thoughts (human rights animal rights, ethical business solutions.</p> <p>Students must do a peer review of</p>	<p>Outline presentation skills, dress, and topic choice.</p> <p>Blog to comment on sociological and ethical issues. (Isabel)</p> <p>Report to the class their answer and rationale based on a general ethical rubric. (dw)</p> <p>Group work scenarios decision making (BTodd)</p>

	presentation.	Students arguments and research will be graded (YI)  All assignments thru turn it in
<b>Learning Outcome #8</b>	<b>Intentional Learning Strategies</b>	<b>Assessment Strategies</b>
	<p>YI/ICP – WEBCT/angel</p> <ul style="list-style-type: none"> <li>–Started wiki Page communications fro students</li> <li>– WEBCT/angel enhanced course – Blog at hache to comment</li> <li>– All comm. between S &amp; P is done via email, inst message.</li> <li>– All assignments word processed- Computer pass point.</li> <li>– Internet assignment (Evaluating sources) (Jwolf).</li> <li>–Electronic mediated conversation EMC (juan) – students learn to create a power point presentation</li> </ul>	<p>YL/ICP students communicate and submit work.</p> <p>Related to intercultural students to add knowledge (ISADE) faculty page for students.</p> <p>Uploading/retrieving papers.</p> <p>Power Point presentations video charts, music –Kat.</p> <p>Request/response in class web blog res. On im Word/works familiarity in conj w/ office suit matter.</p> <p>Observation peer evaluation</p> <p>Consummative (PROF) and peer presentation in class.</p> <p>Assignment: How to respond to internet messaging when contacted by a stranger (Juan)</p> <p>Quality of power point use media in class.</p>
<b>Learning Outcome #9</b>	<b>Intentional Learning Strategies</b>	<b>Assessment Strategies</b>
	<p>Presentation of music group presentation</p> <p>Uses of movies poetry art for comprehensive compare contrast</p> <p>Students are taught how to create a brochure and it has to be artistic in nature selling the class the product.</p> <p>Create a chapter presentation “out of the box” and teach with group information on from the book and outside.</p> <p>Movies/diary of a mad black woman. Panel discussion persuasive informative speeches – Katrika</p>	<p>Outline, group cohesiveness in presentation, presentation skills essay</p> <p>Creative problem solving activities situational evaluation.</p> <p>Thematic comprehensive, creative thinking essay oral presentation.</p> <p>Presentation/Art wok</p> <p>Guest speakers, chap. 6 relationships essay critical analysis.</p>

Learning Outcome #10	Intentional Learning Strategies	Assessment Strategies
	<ol style="list-style-type: none"> <li>1. Service learning cleans up pollution from environment (<a href="mailto:rose@s.li">rose@s.li</a>)</li> <li>2. Learning about environment through S.L Issues Vs. Activity research local issues and reports.</li> <li>3. Service learning- Doctor of pulmonology giving a tea chug program to a class. The class will teach this lesson to middle school students.</li> <li>4. Research environment issues/ create debate question/pros/cons.</li> <li>5. provide a list of environmental topics for speaking(informative) (ICP)</li> </ol> <p>Persuasive speaking incorporating these topics.</p>	<ol style="list-style-type: none"> <li>6. Clean beach (rose @ s.li)</li> <li>7. Critiques based on presentational skills (Diane)</li> <li>8. Presentation at middle school</li> <li>9. Debate- Success/ speech skills research paper as a group environmental strategies.</li> <li>10. Speech on ethical studies.</li> <li>11. Student presentations in class.</li> </ol> <p>I grade these.</p>