COMMON MISTAKES

- Not including the VolCore AOC learning outcomes on the syllabus to make students aware they are enrolled in a VolCore course.
- Not clearly differentiating the point values or percentages of an assignment if it contains both written and oral components (e.g., presenting a research project where students turn in a paper).
- Not explaining how the course meets the fourth learning outcome (part 1). There has to be something in the course that specifically helps students learn how to be ethical communicators in your discipline.
- Not explaining how the course meets the fifth learning outcome (part 1). There has to be something in the course that specifically helps students learn how to communicate with diverse others/be inclusive.
- Assuming that only graded assignments can contribute to student achievement of a learning outcomes (e.g., if you have in-class discussions, in-class group activities, Q&A sessions, required meetings with groups or the instructor/gta, etc.)—these are all examples of oral communication that can be used to demonstrate multiple forms of oral communication across the semester.
- Failing to follow directions (including all of the required materials, addressing the questions and not simply assuming the committee will know what you do in your class).
- Having a proposal form and syllabus/assignment that contradict each other.