

APPLIED ORAL COMMUNICATION (AOC)

PROPOSAL FOR VOLUNTEER CORE COURSE APPROVAL

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.