

## **GE Oral Skills - Course Approval Description**

### **I. Bylaw**

The UC Davis Requirements for Higher Degrees, Section 522, sets forth the Baccalaureate Degree Requirements in General Education. Literacy with Words and Images is a component of Core Literacies (522-C-1) and requires 20 units of work in specified categories. Oral Skills coursework is an option for 3 units of that requirement. Regulation 523 sets forth the Criteria for General Education Certification of courses, stating: “A course in oral skills strengthens a student’s ability to understand and orally communicate ideas while using critical thinking.” (523-C-2)

### **II. Interpretation**

The objective of the Oral GE Core Literacy Requirement is to strengthen effective communication of ideas through oral presentation skills and to further build upon the critical thinking skills exercised through writing. As an alternative to developing oral communication skills, the student may take additional coursework certified as writing-intensive.

Courses that meet the oral literacy requirement will examine multiple elements of the communication process. Instruction should include practice in public speaking as well as instruction in preparation, delivery, organization, logic, clarity, and the rhetorical elements involved in persuasion. Students will learn how to construct non-fallacious verbal arguments, recognize fallacious arguments, and be able to understand the verbal arguments of others.

Courses certified for oral literacy will require at least two 3-5 minute oral presentations, with or without visual supporting materials. Students must receive clear, written guidelines for completing each assignment and they must receive feedback on their presentations. Clear criteria for evaluation must be established in advance of each assignment and must include a focus on each of these elements.

Departments and programs are encouraged to incorporate oral literacy units within existing courses and to develop courses that emphasize the department’s or program’s distinctive disciplinary uses of public speaking.

Education Abroad Program courses may be used to satisfy the GE Oral Literacy requirement if they meet these criteria.

### **III. Guiding questions**

1. What kinds of public speaking or oral presentation does your course require? Please identify the number and types of oral presentations, and specify the required length.
2. What defines a typical oral presentation for this course? Please list several criteria you would apply to assess the student’s performance.
3. How does the oral presentation(s) provide an opportunity for students to communicate an understanding of pertinent issue(s) related to the course?
4. How will guidance be given to students as they prepare and deliver their oral presentations?
5. How will critical feedback be given to students following their presentations? Will the course give them an opportunity to improve their presentations? If so, please explain the process by which the student will receive feedback and incorporate suggestions for improvement.

## **Sample Course Information and Possible Justification in Fulfillment of the Oral Literacy Requirement**

1. **Sample Course:** In a capstone course in which students are preparing written reports of research, students also prepare and deliver concise oral versions (at least 2) of the research.

**Justification:** These might be guided by principles of effective presentation at research conferences in the discipline.

2. **Sample Course:** In a course in which student teams conduct and report research or carry out research reviews, teams give oral presentations (perhaps using PowerPoint or posters) at least twice during the quarter.

**Justification:** These oral presentations would be long enough to enable each speaker to present for at least 3 minutes on each occasion.