1. **Name(s) and Number(s) of Course being assessed for Oral Communication:**

   AGRN 4950 - Senior Seminar

2. **Number of Students enrolled per year AND number of those students whose work was assessed for oral communication (SLO 7) competency:**

   13

3. **Assessment Method(s): Explain how assessment for this SLO - not grading for the course as a whole-was conducted. You may cut/paste rubrics for inclusion here, identify faculty reviewing committees, or identify specific kinds of test questions important to your method.)**

   ANNUAL ORAL COMMUNICATION REPORT (SLO 7) ASSESSMENT REPORT
   Agronomy and Soils
   The use of our Senior Seminar (AGRN 4950) course as a tool for SLO 7 was not initiated until Spring semester, 2012. We are also teaching AGRN 4950 this semester (Fall, 2012). Both ACHE and BOT approval have been granted to our new ‘Options’, so the inclusion of AGRN 4950 as the SLO7 course will become official as of January, 2013. Thus, because of all of these interrelated and complicated factors our new version of AGRN 4950 (with inclusion of SLO 7) has just started.

   The syllabus for the course is attached, and the rubric by which we grade students for oral presentations is included as a part of the syllabus. There were 16 students enrolled in the course Spring semester and there are five students this semester.

   **Syllabus:**
   AGRN 4950
   SENIOR SEMINAR
   COURSE INFORMATION
   Instructor: Dr. Guertal
   253 Funchess Hall
   844-3999 (office); 887-9281 (home - not after 9 pm please);
   524-5123 (cell - anytime)
   eguertal@acesag.auburn.edu - anytime, I check it weekends and late hours

   Office Hours:Come by or arrange an appointment


   Class Hours: 2 credit hours, TBA. The most likely plan is that we will meet for two hours from five to seven pm one evening a week. Since the historical enrollment in the course is never more than eight to ten students this provides ample time for student presentations. If student enrollment is lower, and student presentations are completed before the end of the semester then invited speakers will give presentations during the required course hours. These speakers will discuss topics such as career options, professional speaking techniques, and resume editing.
• Understand how to write and prepare a resume that correctly presents your work, professional and educational accomplishments for a career in your chosen field.
• Be able to write proper thank-you letters (post interview), application letters and other letters of communication in the workplace.
• Understand how to give oral presentations that: 1) provide instruction, 2) discuss scientific results, and, 3) provide rationale for a given decision or point-of-view.

Course Activities:

Each student will be required to complete the following during the semester:

1. Complete a resume, with additional editing and resubmission as needed.
2. Complete a letter of application for a chosen job, with editing and resubmission as needed.
3. Complete a thank-you letter after a job interview has been completed (real or simulated).
4. Complete three oral presentations, each no shorter than 10 minutes and no longer than 15 minutes. A grading rubric for the presentations is included in this document.

The three presentations are:
1. An instructional presentation where you will teach the other students in the course a new agronomic technique or skill.
2. A technical presentation summarizing recent research results in the field of agronomy.
3. A persuasive speech in which you will discuss your rationale for why you made a specific agronomic decision or why you support or disagree with a contemporary agricultural issue.

Grading:

Resume 20 points
Thank you letter 10 points
Letter of application 20 points
Speeches 60 points (20 points each)

Standard grading scale (100-89.5%: A, 89.4-79.5%: B, etc. applies)

Scoring rubric for each speech – a total of 60 points is possible.
Topic to be scored 5 (excellent) 43 (average) 21 (poor)
1. Does the speaker hold the listeners’ interest – is there variation in vocal pitch?
2. Does the speaker avoid use of verbal pauses such as ‘you know’ or ‘ummm’?
3. Does the presentation have a logical flow, with an introduction, middle and conclusion?
4. Is correct standard English used?
5. Do props or visual aids aid interest or additional information? If no props or aids are used, does the speaker employ appropriate gestures to add to the talk?
6. Is correct scientific or technical information included in the speech?
7. Does the speaker provide definitions for technical terms that the audience may not know?
8. Is the level of instruction/information correct for the intended audience?
9. Does the speaker talk at a correct speed, and can they be easily understood?
10. Is the speaker audible?
11. Is the speaker correctly dressed for the audience?
12. Is the talk of a correct length?

Schedule of Activities – AGRN 4950
Week Topic or Activity
1Resume writing
2Letter writing (Thank-you and other professional correspondence)
3How to do a professional presentation
4In-class critique and discussion of resumes, letters
5In-class discussion – current agronomic issues
6In-class discussion – current agronomic issues
7Guest presentation – current topic in agronomy
8Guest presentation – current topic in agronomy
9Student presentations – Instructional; critique and discussion
10Student presentations - Instructional; critique and discussion
11Student presentations - Technical; critique and discussion
12Student presentations - Technical; critique and discussion
13Student presentations - Positional; critique and discussion
14Student presentations - Positional; critique and discussion
15Administration of Certified Crop Advisor (CCA) examination

The CCA exam is part of our assessment for AGRN students, and it is not graded. We use the CCA exam as a measure of student learning because it is a national standardized exam given to many graduates of Agronomy/Soils/Plant Science programs across the country. Our CCA exam is an example exam, and is not the official exam given by the American Society of Agronomy.

Other Issues:

1.Attendance is required. Please follow the stated guidelines on approved attendance as found at: http://www.auburn.edu/tigercub/rules/section1a.pdf

2. I will use e-mail to let you know about any upcoming changes or reminders. Your AU e-mail account is the official means of communication at Auburn - you need to check it daily.

Students with Disabilities: Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844.2096 (V/TT) or email: scw0005@auburn.edu

Academic Honesty Policy: The Student Academic Honesty Code applies to all students taking classes at Auburn University, and thus will apply to all students enrolled in this class. Specific information about the Code can be found at: http://www.auburn.edu/tigercub/rules/section1a.pdf

(THIS ENTIRE DOCUMENT IS ALSO ATTACHED AS A FILE, BELOW)
4. If the Assessment methods differ from those initially proposed to the CCGEC, identify the differences and explain the rationale for those changes:

   No changes.

5. Findings: (what add assessment data tell you about student proficiency in this outcome?)

   We need to keep working on oral presentations. We are doing that by adding additional presentations.

6. How did you (or will you) use the findings for improvement? (What questions /issues/concerns did your data raise for the faculty teaching the course? What discussion did the faculty have about the findings? What future actions to improve student attainment of this outcome will the department / program take as a result of this analysis?)

   See Number 5, above.

7. Additional Comments: (What else would you like the Committee to know about your assessment of this course or plans for the future?)

   Nothing additional.

8. Committee Comments
ANNUAL ORAL COMMUNICATION REPORT (SLO 7) ASSESSMENT REPORT

Agronomy and Soils

The use of our Senior Seminar (AGRN 4950) course as a tool for SLO 7 was not initiated until Spring semester, 2012. We are also teaching AGRN 4950 this semester (Fall, 2012). Both ACHE and BOT approval have been granted to our new ‘Options’, so the inclusion of AGRN 4950 as the SLO7 course will become official as of January, 2013. Thus, because of all of these interrelated and complicated factors our new version of AGRN 4950 (with inclusion of SLO 7) has just started.

The syllabus for the course is attached, and the rubric by which we grade students for oral presentations is included as a part of the syllabus. There were 16 students enrolled in the course Spring semester and there are five students this semester.

Syllabus:

AGRN 4950
SENIOR SEMINAR
COURSE INFORMATION

Instructor: Dr. Guertal
253 Funchess Hall
844-3999 (office); 887-9281 (home - not after 9 pm please);
524-5123 (cell - anytime)
eguertal@acesag.auburn.edu - anytime, I check it weekends and late hours

Office Hours: Come by or arrange an appointment


Class Hours: 2 credit hours, TBA. The most likely plan is that we will meet for two hours from five to seven pm one evening a week. Since the historical enrollment in the course is never more than eight to ten students this provides ample time for student presentations. If student enrollment is lower, and student presentations are completed before the end of the semester then invited speakers will give presentations during the required course hours. These speakers will discuss topics such as career options, professional speaking techniques, and resume editing.

Learning Objectives:

- Understand how to write and prepare a resume that correctly presents your work, professional and educational accomplishments for a career in your chosen field.
- Be able to write proper thank-you letters (post interview), application letters and other letters of communication in the workplace.
- Understand how to give oral presentations that: 1) provide instruction, 2) discuss scientific results, and, 3) provide rationale for a given decision or point-of-view.

Course Activities:

Each student will be required to complete the following during the semester:

1. Complete a resume, with additional editing and resubmission as needed.
2. Complete a letter of application for a chosen job, with editing and resubmission as needed.
3. Complete a thank-you letter after a job interview has been completed (real or simulated).
4. Complete three oral presentations, each no shorter than 10 minutes and no longer than 15 minutes. A grading rubric for the presentations is included in this document.

The three presentations are:

1. An instructional presentation where you will teach the other students in the course a new agronomic technique or skill.
2. A technical presentation summarizing recent research results in the field of agronomy.
3. A persuasive speech in which you will discuss your rationale for why you made a specific agronomic decision or why you support or disagree with a contemporary agricultural issue.

Grading:

Resume 20 points
Thank you letter 10 points
Letter of application 20 points
Speeches 60 points (20 points each)

Standard grading scale (100-89.5%: A, 89.4-79.5%: B, etc. applies)

Scoring rubric for each speech – a total of 60 points is possible.

<table>
<thead>
<tr>
<th>Topic to be scored</th>
<th>5 (excellent)</th>
<th>4</th>
<th>3 (average)</th>
<th>2</th>
<th>1 (poor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the speaker hold the listeners interest – is there variation in vocal pitch?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Does the speaker avoid use of verbal pauses such as ‘you know’ or ‘ummm’?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Does the presentation have a logical flow, with an introduction, middle and conclusion?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Is correct standard English used?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Do props or visual aids aid interest or additional information? If no props or aids are used, does the speaker employ appropriate gestures to add to the talk?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Is correct scientific or technical information included in the speech?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Does the speaker provide definitions for technical terms that the audience may not know?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Is the level of instruction/information correct for the intended audience?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Does the speaker talk at a correct speed, and can they be easily understood?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Is the speaker audible?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Is the speaker correctly dressed for the audience?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Is the talk of a correct length?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Schedule of Activities – AGRN 4950

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic or Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Resume writing</td>
</tr>
<tr>
<td>2</td>
<td>Letter writing (Thank-you and other professional correspondence)</td>
</tr>
<tr>
<td>3</td>
<td>How to do a professional presentation</td>
</tr>
<tr>
<td>4</td>
<td>In-class critique and discussion of resumes, letters</td>
</tr>
<tr>
<td>5</td>
<td>In-class discussion – current agronomic issues</td>
</tr>
<tr>
<td>6</td>
<td>In-class discussion – current agronomic issues</td>
</tr>
<tr>
<td>7</td>
<td>Guest presentation – current topic in agronomy</td>
</tr>
<tr>
<td>8</td>
<td>Guest presentation – current topic in agronomy</td>
</tr>
<tr>
<td>9</td>
<td>Student presentations – Instructional; critique and discussion</td>
</tr>
<tr>
<td>10</td>
<td>Student presentations - Instructional; critique and discussion</td>
</tr>
<tr>
<td>11</td>
<td>Student presentations - Technical; critique and discussion</td>
</tr>
<tr>
<td>12</td>
<td>Student presentations - Technical; critique and discussion</td>
</tr>
<tr>
<td>13</td>
<td>Student presentations - Positional; critique and discussion</td>
</tr>
<tr>
<td>14</td>
<td>Student presentations - Positional; critique and discussion</td>
</tr>
<tr>
<td>15</td>
<td>Administration of Certified Crop Advisor (CCA) examination</td>
</tr>
</tbody>
</table>

The CCA exam is part of our assessment for AGRN students, and it is not graded. We use the CCA exam as a measure of student learning because it is a national standardized exam given to many graduates of Agronomy/Soils/Plant Science programs across the country. Our CCA exam is an example exam, and is not the official exam given by the American Society of Agronomy.

---

### Other Issues:

1. Attendance is required. Please follow the stated guidelines on approved attendance as found at: [http://www.auburn.edu/tigercub/rules/section1a.pdf](http://www.auburn.edu/tigercub/rules/section1a.pdf)

2. I will use e-mail to let you know about any upcoming changes or reminders. Your AU e-mail account is the official means of communication at Auburn - you need to check it daily.

### Students with Disabilities:

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844.2096 (V/TT) or email: scw0005@auburn.edu

### Academic Honesty Policy:

The Student Academic Honesty Code applies to all students taking classes at Auburn University, and thus will apply to all students enrolled in this class. Specific information about the Code can be found at: [http://www.auburn.edu/tigercub/rules/section1a.pdf](http://www.auburn.edu/tigercub/rules/section1a.pdf)