

UAPB Instructors,

Recently, I pointed out to a group of instructors that Supporting Material was at or near the bottom among aspects of Oral Communication. This was true across campus for all student classifications. That is, students were not using sufficient or compelling supporting material to bolster the main points of oral communications. To improve overall Oral Communication, one might focus on improving the aspect of Supporting Material. A department chair asked for an example of an assignment that reinforces Supporting Material.

Attached please find a tutorial on Supporting Material in Oral Communication from Lamar University's Mary and John Gray Library. The link is...

<https://libguides.lamar.edu/c.php?g=369207&p=2495265>

So, an assignment to reinforce use of Supporting Material in an oral presentation might look like this.

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Students should prepare and deliver a 5-minute oral presentation supporting or refuting one of the following statements...

1. The federal government has no business funding the National Endowment for the Arts.
2. A teacher's job is to perpetuate knowledge and inspire learning, not teach to a test.
3. The federal government should eliminate foreign aid. Its opaque, undemocratic, and ineffective.
4. Universal health care is bad, because it penalizes people with healthy lifestyles, charging them the same as people with unhealthy lifestyles.
5. Increase agricultural production of plants, rather than meat, will be necessary to meet the world's growing demand for food.

Students should take a position in favor of or opposed to the statement. Their position should be explicitly stated at the beginning of the presentation. Students should present at least three main points in support of their position. Each main point should be bolstered with adequate and proper supporting material, including sources such as concrete examples, expert testimony, statistics or surveys, definitions, compelling stories, or analogies. Students must appropriately credit external sources. Students must finish their presentation by summarizing the original assertion and the three main points. Visual aids, such as PowerPoint slides, are permissible but not needed.

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This example will help people imagine assignments that reinforce the use of Supporting Materials in Oral Communication. Remember, it is crucial to direct students to use supporting materials in an oral presentation, if one is going to assess their use of Supporting Materials, as the AAC&U Critical Thinking Rubric intends.

Thank you for being a part of assessment and improvement at UAPB,

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