

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	Hugh Downs School of Human Communication (CHUMCOMM)

Submission Type

Mandatory Review

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
COM	225	3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Public Speaking and Presentations

Course Catalog Description

Skill-based course focusing on learning techniques for effective public speaking and professional presentations.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

Prerequisite(s): ENG 101, 105, or 107 with C or better OR Visiting University Student

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

Yes

Shared or Crosslisted Departments/Schools

School of Social and Behavioral Sciences (CSOC&BEH)

School of Applied Sciences and Arts (CASA)

Statement of Support #1

[cisa support civi.pdf](#)

Statement of Support #2

[West Valley support civi.pdf](#)

Statement of Support #3

No Response

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Governance and Civic Engagement (CIVI)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[225 Syllabus.docx](#)

Governance and Civic Engagement (CIVI)

Courses in the Governance and Civic Engagement category explore ways in which humans confront the dilemmas and opportunities of community life and/or develop skills of civic communication.

Governance and Civic Engagement courses will analyze principles and practices of decision-making in historical and/or contemporary contexts and will explore ways in which people have defined and pursued justice and the common good. Courses in the Governance and Civic Engagement knowledge area broaden students' understanding of how collective decisions are made, how they impact communities positively or negatively, and how various groups are included, or excluded, from the decision-making process. Students will have the opportunity to explore dynamics between governance and civic engagement, which can include perceived inequality or marginalization related to a variety of factors including race, class, citizenship, gender, disability, etc. This knowledge area also develops students' skills in civic communication, including listening, deliberation, negotiation, consensus building, and productive use of conflict, which are essential to participating more fully in their communities. Courses in this category may be entirely focused on developing skills in civic communication.

Upon completion of a course in Governance and Civic Engagement, students will be able to complete all outcomes in one of the two following groups.

Group 1:

1. Analyze the context and consequences of one or more collective decision-making theories or practices.
2. Define an element of the common good and propose a way to pursue it within a specific contemporary context.

3. Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Group 2:

1. Articulate diverse perspectives on the common or collective good.
2. Demonstrate the ability to collaborate effectively in the presence of dissenting opinions and experiences.
3. Communicate arguments, narratives, or information using qualitative or quantitative evidence.

Choose the appropriate group of CIVI learning outcomes for this course.

Group 2

Most of the course content should align with the Gold category learning outcomes.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

CIVI Learning Outcome 1 (Group 2): Articulate diverse perspectives on the common or collective good.

Persuasive Speech Proposal Assignment

Learning Outcome:

By the end of this assignment, you will be able to articulate diverse perspectives on the common or collective good.

Assignment Details:

Topic Selection:

0.a. **Choose a topic that revolves around the concept of the common or collective good.**

Ensure that the topic allows for multiple perspectives and interpretations. Examples include:

0.a.i. **Universal healthcare**

0.a.ii. **Climate action and environmental sustainability**

0.a.iii. **Public education funding**

0.a.iv. **Community policing and public safety**

0.a.v. **Access to technology and the digital divide**

0.b. **Your topic should encourage discussion about how different viewpoints contribute to or challenge the idea of the common good.**

Research:

0.a. **Conduct thorough research on your chosen topic. Explore various perspectives, including those that may differ from your own.**

0.b. **Gather credible sources to support your arguments and to understand the counterarguments. Aim to include voices from different communities, socioeconomic backgrounds, and ideological perspectives.**

Outline Speech:

0.a. **Introduction (1-2 minutes):**

0.a.i. **Introduce your topic and explain its relevance to the concept of the common good.**

0.a.ii. **Present your thesis statement clearly, outlining your main argument.**

0.a.iii. **Acknowledge the existence of diverse perspectives on the issue.**

0.b. **Body (4-5 minutes):**

0.b.iv. **Point 1: Present your main argument supporting the collective good, backed by evidence and examples.**

0.b.v. **Point 2: Address a significant counterargument, presenting it fairly and respectfully, and then refute it with evidence.**

0.b.vi. **Point 3: Highlight the importance of understanding and respecting diverse perspectives. Share examples of how collaboration among differing viewpoints has led to positive outcomes in similar contexts.**

0.b.vii. **Point 4: Propose a solution or a way forward that considers and incorporates diverse perspectives, emphasizing how this approach benefits the collective good.**

0.c. **Conclusion (1-2 minutes):**

0.c.viii. **Summarize your main points and reinforce the importance of articulating diverse perspectives in achieving the common good.**

0.c.ix. **End with a call to action, encouraging your audience to engage in discussions that embrace diverse viewpoints and work towards collective solutions.**

Turn the outline in on canvas to receive feedback before planning your persuasive speech.

CIVI Learning Outcome 2 (Group 2): Demonstrate the ability to collaborate effectively in the presence of dissenting opinions and experiences.

Persuasive Speech Assignment: Collaborating Amidst Dissent

Assignment Overview:

In this assignment, you will prepare and deliver a persuasive speech that demonstrates your ability to collaborate effectively in the presence of dissenting opinions and experiences. You will choose a topic that is relevant and potentially divisive, allowing you to showcase your skills in respectful dialogue, active listening, and constructive collaboration.

Learning Outcome:

By the end of this assignment, you will be able to demonstrate the ability to collaborate effectively in the presence of dissenting opinions and experiences.

Assignment Details:

0..i. **Topic Selection:** Choose a relevant and controversial topic that allows for multiple perspectives. Examples include: Climate change policies

0..ii. Social media regulations

0..iii. Education reform

0..iv. Healthcare access

0.a. Immigration policies

0.b. Ensure that your topic has clear opposing viewpoints to facilitate discussion and collaboration.

0.c. **Research:** Conduct thorough research on your chosen topic. Understand the various perspectives, including those you may disagree with.

0.d. Gather credible sources to support your arguments and to understand the counterarguments.

0.d.v. **Speech Structure: Introduction (1-2 minutes):** Introduce your topic and its significance.

0.d.vi. Present your thesis statement clearly.

- 0.e. Acknowledge the existence of dissenting opinions.
- 0.e.vii. **Body (4-5 minutes):Point 1:** Present your main argument with supporting evidence.
- 0.e.viii. **Point 2:** Address a common counterargument and respectfully refute it.
- 0.e.ix. **Point 3:** Highlight the importance of collaboration and understanding differing opinions. Share examples of successful collaboration in similar contexts.
- 0.f. **Point 4:** Propose a solution or a way forward that incorporates diverse perspectives.
- 0.f.x. **Conclusion (1-2 minutes):** Summarize your main points.
- 0.f.xi. Reinforce the value of collaboration in addressing the issue.
- 0.g. End with a call to action, encouraging your audience to engage in respectful dialogue and collaboration.
- 0.h. **Delivery:** Your speech should be 6-8 minutes long.
- 0.i. Practice delivering your speech with confidence, clarity, and appropriate body language.
- 0.j. Be prepared to engage with your audience during a Q&A session after your speech, demonstrating your ability to handle dissenting opinions.
- 0.j.xii. **Reflection:** After your speech, write a brief reflection (1-2 pages) on your experience. Address the following questions: How did you prepare to handle dissenting opinions?
- 0.j.xiii. What challenges did you face during your speech?
- 0.k. How did you feel about the collaboration process during the Q&A session?

CIVI Learning Outcome 3 (Group 2): Communicate arguments, narratives, or information using qualitative or quantitative evidence.

Informative Speech Assignment

Learning Objective:

Communicate arguments, narratives, or information using qualitative and quantitative evidence.

Assignment Details:

Topic Selection:

0.a. **Choose a topic that allows for the exploration of arguments, narratives, or information. Your topic should be relevant, engaging, and allow for the use of both qualitative and quantitative evidence. Examples include:**

- 0.a.i. **The impact of social media on mental health**
- 0.a.ii. **The effectiveness of renewable energy sources**
- 0.a.iii. **The role of nutrition in childhood development**
- 0.a.iv. **The influence of climate change on global migration patterns**
- 0.a.v. **The benefits and challenges of remote work**

Research:

0.a. **Conduct thorough research on your chosen topic. Gather credible sources that provide both qualitative and quantitative evidence. Aim to include:**

- 0.a.i. **Statistical data (quantitative) to support your arguments.**
- 0.a.ii. **Case studies, personal narratives, or expert testimonials (qualitative) to provide depth and context.**

0.b. **Ensure that you explore multiple perspectives on the topic to enrich your presentation.**

Speech Structure:

0.a. **Introduction (1-2 minutes):**

- 0.a.i. **Introduce your topic and explain its relevance to your audience.**
- 0.a.ii. **Present your thesis statement clearly, outlining the main argument or narrative you will communicate.**

- 0.a.iii. Briefly mention the types of evidence you will use to support your points.
- 0.b. **Body (4-5 minutes):**
- 0.b.iv. **Point 1:** Present your first main argument or narrative, supported by quantitative evidence (e.g., statistics, graphs).
- 0.b.v. **Point 2:** Introduce qualitative evidence (e.g., personal stories, expert opinions) that complements your first point.
- 0.b.vi. **Point 3:** Present a second argument or narrative, again using quantitative evidence to support your claims.
- 0.b.vii. **Point 4:** Provide qualitative evidence that illustrates the human experience or broader implications related to your second point.
- 0.c. **Conclusion (1-2 minutes):**
- 0.c.viii. Summarize your main points and reinforce the significance of using both qualitative and quantitative evidence in understanding your topic.
- 0.c.ix. End with a thought-provoking statement or question that encourages your audience to reflect on the information presented.
- Delivery:**
- 0.a. Your speech should be 6-8 minutes long.
- 0.b. Practice delivering your speech with clarity, confidence, and appropriate body language.
- 0.c. Be prepared to engage with your audience during a Q&A session after your speech, demonstrating your ability to articulate your arguments and respond to questions.

List all course-specific learning outcomes. Where appropriate, identify the associated CIVI learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a CIVI learning outcome.

- Understand and be able to create effective speeches (CIVI LO1, Group 2)
- Improve your speech delivery
- Improve your listening skills (CIVI LO2, Group 2)
- Improve your ability to think critically on subjects (CIVI LO 1, Group 2)
- Improve your research skills (CIVI LO 3, Group 2)
- Develop skills to analyze your speeches (CIVI LO1 and 2, Group 2)
- Develop skills to analyze other's speeches (CIVI LO2, Group 2)
- Build your confidence when speaking in front of others
- Improve your writing (CIVI LO3, Group 2)

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Kristin Dybvig-Pawelko - December 2, 2024 at 12:14 PM (America/Phoenix)

Department Approval

Approved

Kristin Dybvig-Pawelko - December 2, 2024 at 12:17 PM (America/Phoenix)

Sarah Tracy

Belle Edson

GSC Coordinator Review

Approved

TJ Robedeau - December 2, 2024 at 1:25 PM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - December 4, 2024 at 12:32 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - December 9, 2024 at 8:21 AM (America/Phoenix)

April Randall

Governance and Civic Engagement (CIVI) Subcommittee

Acknowledgement Requested

Celeste Sepessy

Tamara Rounds

Michelle Saint

Megan Foutz - January 24, 2025 at 10:53 AM (America/Phoenix)

R&R. We are looking for the course content as presented by I Os to be focused on the common

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Proposer Notification

Notification

Kristin Dybvig-Pawelko

College Notification

Notification

Amanda Smith

Jenny Smith
