

**Subject:** SI Suggestions for Online Teaching

**Date:** Thursday, March 12, 2020 at 10:43:16 AM Eastern Daylight Time

**From:** Anand Rao (arao)

**To:** All\_Teaching\_Faculty

Dear SI instructors-

The SI committee and I have been working on suggestions for transitioning your SI course online. For those courses that are designated as Speaking Intensive, it might be difficult to easily adapt existing SI-related assignments for online delivery. I am writing to provide some suggestions and guidelines for meeting the SI learning outcomes while you work on adapting your course.

**SI Online Expectations (for online course proposals).** The SI committee has been working on guidelines and requirements for SI designated courses that are taught majority online. Please note that this is for courses that will be taught majority-online for the entire semester. SI courses taught majority online should meet the Speaking Intensive learning outcomes and should include:

- At least 3 SI-related assignments
- At least 2 audio-visual components for student speaking performance, with at least one of them being a synchronous presentation with an identifiable audience (could be viewed on screen)

Given that your course has been taught face-to-face up until this point in the semester, we anticipate that you have likely already met some/all of these expectations in class. Given the circumstances of this semester, we support flexible application of these guidelines and learning outcomes, and encourage instructors to adopt the least demanding assignment elements that will still meet the remaining learning outcomes or expectations that remain for the SI-related elements of the course.

**Flexibility.** Instructors have not been given much time to figure out how to move their courses online. Be flexible- it is not necessary to try and replicate all of the experiences and assignments that you had planned for your face-to-face class. Preparing, and evaluating, online work will take time- be flexible with how you adapt your course so that you are realistic about what you will be able to do. You should also be mindful that your students will likely also find it difficult to make the transition to fully online coursework. Be flexible with your expectations, assignments, and timelines.

**Asynchronous Delivery.** While we would typically encourage faculty to plan for synchronous delivery for student presentations (allowing for audience feedback), such a requirement does not seem to be practical for the current situation. Many of our students do not have the same tech capabilities at home as they do on campus, including broadband internet access. This could mean that they will have to travel to a library, or back to campus, to access your course materials. Given the current constraints, we would suggest including video presentations, but make them asynchronous to allow more flexibility for your students to produce, post, and access.

**Student Support.** The Speaking Center is developing support for online consultations, and we anticipate having these consultations available next week. We plan to have those services and appointment links online by 5pm tomorrow (Friday, March 13<sup>th</sup>). Most will be provided through zoom meetings between the student and a consultant. We will also provide text-based feedback for students

working on developing speech content or adapting material for presentation (intended primarily for students without broadband internet access). We will do our best to support all students, but please recognize that we will likely have some diminished capacity as we move online. Please encourage your students to sign up for online consultations, but given limited resources, I would not suggest that you require it for all of your students. We will continue to post reports from those consultations on EAB (you can find instructions on how to access those reports here: <https://academics.umw.edu/speaking/faculty/>)

**Substitute Assignments.** This is not an exhaustive list, and their applicability is also dependent upon what else has already been included in your course. Here are a few of the substitute assignment ideas that the SI committee has considered.

In place of a student presentation assignment

- student records a speech and posts it online (could be hosted on YouTube and posted in Canvas for classmates to view and provide feedback, or only shared with the instructor)
- audio recording of a speech/presentation (alternative if students do not have broadband access to post a video)
- screencast visuals for a presentation with use of a voiceover

In place of class discussion (assuming that students have already engaged in class discussion earlier in the semester):

- use of a Canvas discussion board or a shared Google doc (can include a short writing assignment analyzing participation and quality of contributions)

In place of peer review of presentations in class:

- watch and review student presentation videos (can share the videos on Canvas in a discussion board; one instructor has used this before and had groups of students analyze speeches together)
- analyze other speech videos and submit written analysis (could use TED talks, other videos identified online by instructor)

The suggestions and guidelines included here will likely not answer all of your questions or concerns. Please feel free to contact me ([arao@umw.edu](mailto:arao@umw.edu); x1546) and let me know how I can help as you work on adapting your course for the remainder of the semester.

Anand

**P. Anand Rao, PhD**

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Chair, University Faculty Council  
Director, Speaking Intensive Program and  
the Speaking Center  
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For your reference:

**Learning Outcomes for SI Courses**

The following learning outcomes apply to all SI courses, and should be listed on course syllabi:

- § Students will understand and be able to explain the conventions and expectations of oral

communication as practiced within the discipline of the course taken.

§ Students will apply theories and strategies for crafting messages (verbal, nonverbal, and visual) for particular audiences and purposes.

§ Students will be able to craft oral messages after a conscious process in which various options are reviewed and will be able to explain and support their choices.

§ Students will be able to metacommunicate about their own communication patterns.