REQUEST TO APPROVE A COURSE FOR THE
ORAL COMMUNICATION COMPETENCY REQUIREMENT

Date Submitted: 2 April 2008   Effective term, if approved: Fall 2008

Course #/Name: CIS 425x / Ethics and Computer Science (new course)

Department/Unit proposing the course: Computer Science

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How many students can be enrolled in this course over a 12-month period at the current level of resources? 48

How many times per academic year is the course offered (indicate # of sections per semester)?

Fall 2   Spring 2   Summer 0

What faculty will teach these courses?
Daniel Chang

The policy passed by the Faculty Senate on December 4, 1996 requires that the department chairperson or unit director certify that faculty teaching these courses have the experience and/or training to evaluate oral communication competence. The department chairperson's signature on this form constitutes that certification.

I hereby certify that the above named faculty have the experience and/or training to evaluate oral communication competence.

_____   _____
Department Chairperson/Unit Director   **Date**

Checklist for submission:
1) This request form with appropriate signature;
2) A statement indicating how the criteria for competence in oral communication are met;
3) A complete syllabus including assignments, activities, and the required grading statement. A grading rubric is highly recommended.

Item 1 must be submitted in hard copy to the Undergraduate Policy Committee, A-3400 University Center, Mail Code: 2360.

Items 2 and 3 should be submitted electronically to Cheryl Oakley, Secretary of the UPC at <u>coakley@admin.fsu.edu</u>.

Revised: 04/07

CIS 4253 Ethics in Computer Science
Supporting Infromation for Oral Communication Competency Requirement

Summary

This course presents ethical, social and legal issues in computer science and technology, along with ethical principles and methodologies used to logically analyze such issues. In order to solidify the students ability to recognize issues and rationally analyze and discuss all sides of such issues students will be required to not only review learning materials but to convey and argue the analysis of such issues through oral presentation and argument, and constant in class extemporaneous analysis and question answering. In this way students gain practical experience in actually considering and critically analyzing ethical issues.

This course is intended to satisfy both the University Oral Communications Competence requirement and the following two criteria of the ABET/Computing Accrediation Commission;

> *IV-15. The oral communications skills of the student must be developed and applied in the program.*

> *IV-17. There must be sufficient coverage of social and ethical implications of computing to give students an understanding of a broad range of issues in this area.*

Our program was recently criticised for a deficiency with respect to criterion IV-17. We believe the only way we can fit in the additional instruction on social and ethical issues needed to maintaing our ABET/CAC accreditation, while still meeting other ABET, State, and University requirements (including the 120 hr limit on degree programs) is to combine the instruction in social and ethical issues with the instruction in oral communication skills, in a new course. We believe that this is a good pairing, as the social and ethical topics in computing are much more amenable to lively debate than the mathematical and technical topics covered in much of the rest of our curriculum. T

This new course will be offered on a limited basis, sufficient to meet the needs of Computer Science majors for whom it will replace SPC 2600 as a requirement.

Intructional Approach

Interleaved with instruction on issues in computer science and ethical methodologies for analyzing them, the oral communication portion of this course seeks to exercise students' analytical abilities by requiring them to orally argue their analyses of multiple sides of issues and rationally debate their positions, responding to questions and challenges.

Course lectures will include discussion of basic argument strategies, including use of supporting facts and commandeering of opposing facts. Fundamental oral argument structure of bold assertion, rule citation, application, and conclusion will be presented along with extemporaneous debate structure and skills. The use of presentation tactics such as initial attention getting devices, question and answer statements, themes, and audience-targeted language will also be emphasized. Basic guidelines on physical presentation, tone and mannerisms will be presented but more effective instruction will occur in response to students' actual in-class physical presentations, as discussed below.

Students will be frequently and directly asked in-class questions and presented challenges regarding the immediate material. This is intended to promptly apply students' practice of analysis and skills so as to train students to be constantly considering issue impacts as well as to hone students' ability for extemporaneous discussion, be it in ethical analysis or in a corporate work setting. Students will also be frequently asked to present multiple sides of an argument over a narrow issue in class. Students will be required to stand while responding (if able) so as to exercise live presentation skills and comfort, and will be given immediate feedback regarding not only the quality of their response but on the physical features of their presentation, including tone, delivery effectiveness and mannerisms.

Ultimately students will be responsible for an in-class oral presentation covering an ethical issue and viewpoint not of their choosing. Students will be required to present argument as well as then respond to

questions and challenges, including specific challenges intended to test the student's extemporaneous speaking abilities. The presentations will be conducted in a regulated debate fashion, with multiple students taking the stage at the same time to present and rebut opposing views, but always being given the opportunity to deliver their initial analysis. Upon review and evaluation of their initial oral presentation students will then be required to present a second presentation arguing an opposing viewpoint on the same topic. Both initial practice and feedback on presenting the topic, as well as the exposure to opposing arguments, will help the student refine their presentation skills for the second presentation.

Students will be evaluated generally on the correct citation of issue rules and facts, on the use of proper argument structure, physical presentation, and responsiveness to challenge. Please see the grading rubric for this course for detailed information.

Itemization

We believe the attached curricular change form, curriculum file syllabus, detailed syllabus, and grading rubric show how we intend to satisfy the University criteria for competence in oral communications.

1. *The course must provide instruction and the student must demonstrate competence in the following:*

Please refer to the syllabi and the grading rubric to see how these are satisfied. The course will provide instruction in oral argument techniques and include two graded in-class arguments by each student. The points of the rubric specifically cover the bulleted items below, as well as other aspects of oral communication that we consider important:

- *generation of an original oral message which clearly presents ideas and/or information;*

The rubric item "Depth" is intended to address this requirement.

- *making effective use of both vocal and physical delivery in the presentation;*

The rubric items ""Speech" and "Poise" are intended to address this requirement.

- *adapting the presentation to the particular audience; and,*

The rubric items "Audience" and "Language" are intended to address this requirement.

- *being receptive to questions and/or criticism.*

The rubric items "Rebuttal" and "Challenge" are intended to address this requirement.

2. *Among the course requirements there must be provision for the student to demonstrate the ability to perform according to the above criteria using standard American English.*

The two oral arguments are required to be in standard American English. The rubric item "Language" is intended to specify more precisely what is expected.

3. *The syllabus should contain course readings and/or lectures related to instruction in the theory and practice of oral communication.*

Instruction and readings in the theory and practice of oral communication will be included in the class lectures, including but not limited to the topics covered in the rubric and the following topics listed in the curriculum file syllabus:

- Argument structure and strategy
- Oral argument and extemporaneous debate
- Legal writing and argument

The oral competency objectives of the course are also reflected in 8 of the 14 objectives in the course syllabus.

- Describe fundamental principles of argument logic and quality, including goal-oriented oral presentation
- Describe basic legal oral argument BARAC structure of bold assertion, rule, analysis, and conclusion.
- Describe basic extemporaneous speech structure, including use of attention-getting devices, question/answer road-mapping, and point analysis.
- Publicly present argument from all sides of issues with critical analysis, using proper argument organization.
- Present argument using audience-targeted speech, an engaging storyline, and collegial but persuasive tone.
- Present argument utilizing the skills outlined in the course Oral Argument Grading Rubric
- Publicly debate issues using logical argument structure and reasoned and effective responses to challenges.
- Extemporaneously respond to questions and challenges.

The following are representative of specific instructional features that will be implemented in this course, in accordance with the above oral communication competency objectives:

- Lectures will discuss levels of argument strategy, including opinion, fact-supported argument, and argument that takes advantage of opponent facts and weaknesses.
- Lectures will discuss logical oral argument structure, including legal BARAC structure of bold assertion, rule, application and conclusion.
- Lectures will discuss extemporaneous speaking structure of question/answer, point, theory, application, case study, and impact, including use of introductions, attention getting devices (AGD), links, and significance statements.
- While a particular issue is being presented during lecture, students will be directly called on to apply various ethical methodologies to the issue.
- Students will be required to stand when responding to in-class questions to exercise their presentation skill and comfort.
- Students will be called upon, two or more at a time, to extemporaneously debate narrow topics as they are presented during lecture (with highly-controlled guidance from the instructor)
- Students will present an oral analysis and argument of an issue position not of their choosing, including a fixed presentation time as well as response time for questions and challenges.
- Students will present a follow-up oral analysis and argument of an opposing side of their original argument issue.

Note: As this is a new course, which has not yet been offered, the list of readings in the syllabus are not all-inclusive. Materials will be supplemented by the instructor's Web notes, as well as additional readings to be provided by the instructor during the term.

4. *The course syllabus must contain the following statement:*
   In order to fulfill FSU's Oral Communication Competency Requirement, the student must earn a "C-" or better in the course, and in order to receive a "C-" or better in the course, the student must earn at least a "C-" on the oral communication competency component of the course. If the student does not earn a "C-" or better on the oral communication competency component of the course, the student will not earn an overall grade of "C-" or better in the course, no matter how well the student performs in the remaining portion of the course.

The syllabus contains this statement.

5. *Evaluation criteria for the "oral communication" components of the class and the resulting impact on the course grade should be apparent to the students. Grading rubrics are highly recommended.*

The rubric is provided.

> 6. *Faculty assigned to teach the course must be certified by their department as having the experience and/or training to evaluate oral communication competence as defined herein.*

The initial instructor, Daniel Chang, holds both an MS degree in Computer Science and an LDD, and is a member of the Florida Bar. He is enthusiastic about bringing his training in oral communication and forensic argumentation to this course.

> 7. *Courses in the oral performance of literature will not satisfy this requirement.*

This is not a course in oral performance of literature.