Use this form to request ONLY a recertification of an already-existing SI marker.

Submit the entire completed form as a Word file or PDF to the General Education Council (GEC) at gened@uncg.edu. NOTE: All signature sheets must be signed by the appropriate persons and submitted together with all other documents. The WI and SI Committees consider requests for category and marker designations that accompany new or amended course proposals. Check the General Education Council webpage for meeting dates and submission deadlines.

To be recertified for the Speaking-Intensive (SI) General Education marker designation, courses must clearly address the Speaking Intensive Student Learning Outcome:
Students will be able to speak in genres appropriate to the discipline(s) of the primary subject matter of the course.

**Basic Course Information**

1. Course Prefix, Number, and Title: ________________________________

2. Department: ____________________________________________ Telephone: _______________

3. Name & e-mail address of the person initiating this request: ________________________________

4. Semester for which the category and/or marker is first being sought: _______________________

5. Marker credit is being sought for:
   - [ ] the course as approved when taught by: (Instructor name)__________________________
   - [ ] all times the course is offered according to the guidelines submitted by these Instructors or others:_____________________________________________________________________

6. Indicate below each format by which this course will be offered:
   1. Traditional classroom
   2. Online
   3. Hybrid (combo of online and classroom)
   4. Large lecture combined with small group sections
   5. Other: ________________________________

Please include the following in your proposal:

1. **Syllabus:** Attach a syllabus. The syllabus should also reflect instruction time for developing oral competency prior to speaking opportunities, the grading distribution for oral assignments (beyond regular class participation grades), and oral communication learning outcomes.

2. **Explanations:** Attach an explanation of how the course satisfies each of the SI Guidelines A-I below. If the course is being proposed for multiple delivery formats every format must be addressed for each question.

   **A. What types of public, interpersonal, and/or group communication assignments and activities will you use?** Describe in detail each assignment and activity (e.g., individual presentation, small group project, small
group presentation, counseling interview, debate) you will use. Intensive refers to the integration of speaking into the course rather than to the sheer amount of speeches involved. Students may become familiar with the material of the course through a variety of speaking assignments throughout the semester, which should include both formal (graded) and informal (ungraded) work. Description must be provided for each delivery format form the list below which applies to this proposal.

1. Traditional classroom
2. Online
3. Hybrid (combo of online and classroom)
4. Large lecture combined with small group sections
5. Other:

B. How will these assignments and activities help students improve their oral communication competency? A speaking-intensive course has a special responsibility for improving students' ability to communicate orally in the context of learning about a particular discipline. It treats speaking as a means of learning as well as competencies to be learned.

1. Traditional classroom
2. Online
3. Hybrid (combo of online and classroom)
4. Large lecture combined with small group sections
5. Other:

C. How will these assignments and activities promote learning of class material? A speaking-intensive course makes substantial and continuous use of speaking as a way of engaging students with important questions and problems of a particular subject.

1. Traditional classroom
2. Online
3. Hybrid (combo of online and classroom)
4. Large lecture combined with small group sections
5. Other:

D. How will you provide public, interpersonal and/or group communication instruction? In particular, SI faculty members will need to provide instruction for each oral communication competency that students are expected to display during the semester.

Note: Information on how and when you will be providing instruction on speaking competencies must appear on your syllabus. SI faculty members need to devote some class time to speaking instruction and they are strongly urged to consider conferencing with individual students to review feedback on speaking assignments.

1. Traditional classroom
2. Online
3. Hybrid (combo of online and classroom)
4. Large lecture combined with small group sections
5. Other:

E. How will you provide constructive feedback, and opportunities for improvement? In particular, SI faculty will comment on the students' control over the subject matter and disciplinary conventions, as well as on clarity, organization, correctness, and effectiveness of expression.

Note: Information on how and when you will be providing speaking opportunities must appear on your syllabus. SI faculty members need to devote some class time to speaking opportunities and they are strongly urged to consider conferencing with individual students to review feedback on speaking assignments.
1. Traditional classroom
2. Online
3. Hybrid (combo of online and classroom)
4. Large lecture combined with small group sections
5. Other:

F. How will you assess oral communication competency? Explain how the assessment of quality and improvement in students’ speaking will be included in the final grade. Because the ability to speak progresses over time, grades for speaking assignments should reflect an assessment of both quality and improvement in students' speaking. What are the assessment methods you will use and how will they impact the final grade? Please include a rubric or other device that you will use to assess oral communication competency for each major assignment or activity.

1. Traditional classroom
2. Online
3. Hybrid (combo of online and classroom)
4. Large lecture combined with small group sections
5. Other:

G. Because of the personal attention and guidance that students will receive, class size should not exceed 25. In exceptional cases where this must be exceeded, specify what additional resources (e.g., reduced teaching load, graduate teaching assistant) will ensure that students receive the attention needed in a Speaking Intensive course.

1. Traditional classroom
2. Online
3. Hybrid (combo of online and classroom)
4. Large lecture combined with small group sections
5. Other:

H. If SI credit is sought all times the course is offered as proposed, explain what will be done to ensure appropriate faculty preparation to maintain the integrity of the course.

1. Traditional classroom
2. Online
3. Hybrid (combo of online and classroom)
4. Large lecture combined with small group sections
5. Other:

I. Syllabus must include the following SLO as typed. Students will be able to speak in genres appropriate to the discipline(s) of the primary subject matter of the course.

J. Course assessment: Please briefly provide evidence that the course has been successful in contributing to the General Education Program, and indicate any improvements made to the course. You may draw upon relevant course assessment results, category/marker assessment results, and/or Department/Program-level discussions or interventions. (Assessment results available at [http://assessment.uncg.edu/academic/GenEd/](http://assessment.uncg.edu/academic/GenEd/) or via the Office of Assessment and Accreditation).
# SIGNATURE SHEET FOR GENERAL EDUCATION

## SPEAKING INTENSIVE MARKER RECERTIFICATION REQUEST

Please have the following signature sheet signed, scanned, and emailed to the General Education Council at gened@uncg.edu. Please ensure that the signature sheet is submitted together with the full General Education marker recertification request.

<table>
<thead>
<tr>
<th></th>
<th>Course Number</th>
<th>Contact Person</th>
<th>Email address</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Department Head</th>
<th>Email address</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Date Approved</th>
<th>Chair, Unit Curriculum Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SI Committee Use Only

4. Does student work in the course adequately engage the SI Marker Student Learning Outcome and does the course meet general expectations for the category or marker? Yes [ ] No [ ] [ ]

**Comments:**

---

5. _____ Approved _____ Denied

(If denied, please explain denial on separate page)  
Chair, SI Committee__

Date ________________

*Revised 1/25/17*