Assessment Data is from what semester? ______________Spring 2014_________________

Faculty Name(s): ________Ahntholz, Harrison, Massimo, and Phair__________________________

1. Course Name and Number:
   - SPCH 102 – Phair and Massimo
   - SPCH 104 – Ahntholz
   - SPCH 106 – Harrison

2. List all Course SLOs from the Course Outline of Record:
   See Ohlone College Curricunet for ALL SLOs from SPCH 102, 104 and 106. All three courses cover argument and fallacies. SPCH 102 - Utilize and analyze persuasion including fallacies to develop sound arguments in written and oral form. SPCH 104 – Analyze and utilize formal and informal logic to construct effective persuasive messages for both individual and group presentations. SPCH 106 – Analyze and utilize formal and informal logic to construct arguments that advocate or defend positions.

3. Specific Course SLO(s) assessed as part of this project:
   As a part of teaching argument (claim, evidence and reasoning), we also teach fallacies, or errors in reasoning, in argument. Recognizing and analyzing fallacies is a good assessment because understanding sound logic is required first and only then, can students move on to identifying the type of reasoning including fallacies.

4. Is this course on GE Plan A? ______X__Yes   ____ No (See Catalog pages 49-51 & page 55)
   If Yes, identify what area. (All GE course assessments count as GE assessments.)
   __Area I Natural Sciences
   __Area II Social and Behavioral Sciences
   __Area III Fine Arts/Humanities
   __Area IV Language and Rationality
   ______X__Area V Physical Education/Wellness
   __Area VI Intercultural/International Studies
   __Area VII Information Competency

5. How did you assess the SLO(s)? (Attach any related documents at end of form.)
   We agreed to a common fallacy quiz and various analysis activities on fallacies or errors in reasoning including in-class group activities, a fallacy scrapbook, a fallacy impromptu speech, and various written analysis papers. All four instructors agreed that students struggle with distinguishing between sound logic and fallacies or even more distinguishing between the different types of fallacies. All instructors found that an activity and interactive assignment was imperative to majority student success on the quiz. Ahntholz had the highest grades on the quiz allowing her students to use one page on notes on the various types of fallacies but her fallacy scrapbook where students need to find, analyze and apply proper labels for fallacies on ads from magazines (like
weight loss ads for overgeneralization of selective use of evidence as the illustrated fallacy has also greatly improved student success on the proper use and labeling of fallacies. Phair believes that students need to see the connection between sound logic (generalization) and fallacies associated with the various types of reasoning like hasty generalization, or authority warrants and false authority as it’s corollary fallacy. I have used more elaborate handouts to pair up the types of logic and fallacies to help visually represent the material. Massimo also found interactive activities and group projects helped students better understand the complexity of fallacies. A note about grade distribution, most of us found that students either understand the concepts or they didn’t so much so that grades were much more bi-modal and overall success rates were at about 80% for this SLO for the four sections od SPCH Critical Thinking (approximately 120 students).

6. Results and analysis of the data. (Attach any related documents at end of form.)

Reported in above narrative.

7. What are you going to do based on the results of the data? (Any planned revisions?)

Continue to use multiple modalities to present that materials and continue to include interactive assignments that allow the student to more actively engage the material and better understand it for the quiz.

Please save your finished document in the following format. (Date should be for the semester in which data was collected; same date should be listed at top of this form.)

yyyysemester-sloa-courseid.doc
Example: 2014spring-sloa-engl101c.doc