Oral Communication General Education Skill Competency and Knowledge Objectives

Definition:

Oral communication is a deliberate, spoken transaction (verbal and nonverbal) designed to increase knowledge, to influence attitudes, values, beliefs, or behaviors, or foster understanding (inform, persuade, relate).

Competency and Knowledge Objectives:

To meet the oral communication requirement of the general education core, upon completion of a course in this category, students are able to demonstrate the following competencies.

- 1. Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.
- 2. Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.
- 3. Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.
- 4. Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.
- 5. Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.
- 6. Demonstrate knowledge of key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.

Competencies updated and approved by SBOE 10-21-2021



Value Rubric: Oral Communication

Fundamental Criteria	Exceeds End-of-Course Expectations	Meets End-of-Course Expectations	Entry-Level Expectation
	Student has achieved the outcome	Student has achieved the outcome	Student has entry-level
	and makes critical judgments related	and consistently applies it	awareness of content to be
	to relevance and application	те от	covered
1. Information Resources,	Demonstrates, through spoken	Demonstrates, through spoken	Demonstrates through spoken
Structures	messages, the ability to access,	messages, ability to access,	messages minimal ability to
	critically evaluate, and utilize a	evaluate, and utilize credible	access, evaluate, or utilize
	variety of types of high-quality	information resources (e.g.	information resources; minimal
	information resources (e.g.	explanations, examples,	use of organizational patterns
	explanations, examples,	illustrations, statistics, analogies,	and/or patterns may not be
	illustrations, statistics, analogies,	quotations from relevant	appropriate for audience.
	quotations from relevant	authorities) and apply	
	authorities) and apply organizational	organizational patterns appropriate	
	patterns appropriate for audience.	for audience.	
2. Reasoning & Persuasive	Utilizes cogent reasoning, rhetorical	Demonstrates clear fundamental	Demonstrates minimal ability
Appeals	appeals, and diverse evidence in the	reasoning, rhetorical appeals, and	to use fundamental reasoning,
7.ppca.5	construction of insightful, ethical	evidence in the construction of	rhetorical appeals, and
	persuasive messages.	ethical persuasive messages.	evidence in the construction of
	persuasive messages.	etinear persuasive messages.	ethical persuasive messages.
			etimear persuasive messages.
3. Adapt Spoken	Creatively adapts spoken messages	Appropriately adapts spoken	Fails to adapt spoken messages
Messages to Diverse	to address the personal, ideological,	messages to address the personal,	to address the personal,
Contexts	and emotional perspectives of	ideological, and emotional	ideological, and emotional
	diverse individuals, groups, or	perspectives of diverse individuals,	perspectives of diverse
	contexts.	groups, or contexts.	individuals, groups, or contexts.
4. Effective Verbal &	Strategically employs spoken	Employs spoken language and	Limited language and
Nonverbal Behaviors that	language and nonverbal	nonverbal communicative	nonverbal communicative
Promote Self-efficacy	communicative strategies that	strategies that support	strategies that fail to support
	support communication goals and	communication goals and illustrate	communication goals or
	illustrate self-efficacy.	self-efficacy.	illustrate self-efficacy.
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	and makes critical judgments related	and consistently applies it	awareness of content to be
	to relevance and application		covered
5. Listen to Critically	Engages in reflective, comparative,	Demonstrates critical listening by	Does not demonstrate critical
Evaluate Self & Others	and critical listening to assess the	assessing the reasoning, evidence,	listening to assess the
	reasoning, evidence, and	and communication strategies of	reasoning, evidence, or
	communication strategies of self	self and others.	communication strategies of
	and others.		self and/or others.
6. Key Theories &	Strategically applies the following	Displays understanding of the	Shows limited understanding of
Concepts in	theories and concepts:	following theories and concepts:	some of the following theories
Communication Discipline	Models of Communication (e.g.	Models of Communication (e.g.	and concepts: Models of
	Transactional, Linear Models), basic	Transactional, Linear Models), basic	Communication (e.g.
	public speaking processes, methods	public speaking processes, methods	Transactional, Linear Models),
	of persuasion (e.g. Toulmin's Model	of Persuasion (e.g. Toulmin's Model	basic public speaking
	of Argumentation, Fisher's Narrative	of Argumentation, Fisher's	processes, methods of
	Paradigm, Burke's Dramatism),	Narrative Paradigm, Burke's	persuasion (e.g. Toulmin's
	Aristotle's Model of Rhetoric,	Dramatism), Aristotle's Model of	Model of Argumentation,
	Communication Apprehension, and	Rhetoric, Communication	Fisher's Narrative Paradigm,
	concepts of effective verbal and	Apprehension, and concepts of	Burke's Dramatism), Aristotle's
	nonverbal delivery (e.g.,	effective verbal and nonverbal	Model of Rhetoric,
	paralanguage, kinesics, proxemics,	delivery (e.g., paralanguage,	Communication Apprehension,
	haptics, etc.).	kinesics, proxemics, haptics, etc.).	and concepts of effective
			verbal and nonverbal delivery
			(e.g., paralanguage, kinesics,
			proxemics, haptics, etc.).

