

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 <i>Student has achieved the outcome and makes critical judgments related to relevance and application</i>	Meets End-of-Course Expectations <i>Student has achieved the outcome and consistently applies it</i>	Entry-Level Expectation <i>Student has entry-level awareness of content to be covered</i>
1. Information Resources, Structures	Demonstrates, through spoken messages, the ability to access, critically evaluate, and utilize a variety of types of high-quality information resources (e.g. explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) and apply organizational patterns appropriate for audience.	Demonstrates, through spoken messages, ability to access, evaluate, and utilize credible information resources (e.g. explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) and apply organizational patterns appropriate for audience.	Demonstrates through spoken messages minimal ability to access, evaluate, or utilize information resources; minimal use of organizational patterns and/or patterns may not be appropriate for audience.
2. Reasoning & Persuasive Appeals	Utilizes cogent reasoning, rhetorical appeals, and diverse evidence in the construction of insightful, ethical persuasive messages.	Demonstrates clear fundamental reasoning, rhetorical appeals, and evidence in the construction of ethical persuasive messages.	Demonstrates minimal ability to use fundamental reasoning, rhetorical appeals, and evidence in the construction of ethical persuasive messages.
3. Adapt Spoken Messages to Diverse Contexts	Creatively adapts spoken messages to address the personal, ideological, and emotional perspectives of diverse individuals, groups, or contexts.	Appropriately adapts spoken messages to address the personal, ideological, and emotional perspectives of diverse individuals, groups, or contexts.	Fails to adapt spoken messages to address the personal, ideological, and emotional perspectives of diverse individuals, groups, or contexts.
4. Effective Verbal & Nonverbal Behaviors that Promote Self-efficacy	Strategically employs spoken language and nonverbal communicative strategies that support communication goals and illustrate self-efficacy.	Employs spoken language and nonverbal communicative strategies that support communication goals and illustrate self-efficacy.	Limited language and nonverbal communicative strategies that fail to support communication goals or illustrate self-efficacy.

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5. Listen to Critically Evaluate Self & Others	Engages in reflective, comparative, and critical listening to assess the reasoning, evidence, and communication strategies of self and others.	Demonstrates critical listening by assessing the reasoning, evidence, and communication strategies of self and others.	Does not demonstrate critical listening to assess the reasoning, evidence, or communication strategies of self and/or others.
6. Key Theories & Concepts in Communication Discipline	Strategically applies the following theories and concepts: Models of Communication (e.g. Transactional, Linear Models), basic public speaking processes, methods of persuasion (e.g. Toulmin’s Model of Argumentation, Fisher’s Narrative Paradigm, Burke’s Dramatism), Aristotle’s Model of Rhetoric, Communication Apprehension, and concepts of effective verbal and nonverbal delivery (e.g., paralanguage, kinesics, proxemics, haptics, etc.).	Displays understanding of the following theories and concepts: Models of Communication (e.g. Transactional, Linear Models), basic public speaking processes, methods of Persuasion (e.g. Toulmin’s Model of Argumentation, Fisher’s Narrative Paradigm, Burke’s Dramatism), Aristotle’s Model of Rhetoric, Communication Apprehension, and concepts of effective verbal and nonverbal delivery (e.g., paralanguage, kinesics, proxemics, haptics, etc.) .	Shows limited understanding of some of the following theories and concepts: Models of Communication (e.g. Transactional, Linear Models), basic public speaking processes, methods of persuasion (e.g. Toulmin’s Model of Argumentation, Fisher’s Narrative Paradigm, Burke’s Dramatism), Aristotle’s Model of Rhetoric, Communication Apprehension, and concepts of effective verbal and nonverbal delivery (e.g., paralanguage, kinesics, proxemics, haptics, etc.).