

**Objective 1.1: Written and Oral Communication** Course: COMM 100 (all sections)

Students will effectively develop, express, and exchange ideas in the English language, both in writing and speaking, with clarity and coherence.

**Outcomes 1.1-B: Oral Communication**

<b>By graduation students will:</b>	<b>Not Proficient 1 Point</b>	<b>Developing Proficiency 2 Points</b>	<b>Proficient 3 Points</b>	<b>Exceeding Proficiency 4 Points</b>
<p>Present orally an original message that effectively addresses an assigned purpose.</p> <p><b>Assignment:</b> Speech 4 Oral Presentation (Persuasive speech with a visual aid)</p>	<p>The purpose of the speech is non-existent. The speaker does not attempt to adapt to the audience, context, or assignment.</p>	<p>The purpose of the speech needs clarity. The speaker attempts, but does not effectively adapt the purpose to audience, context, and the assignment.</p>	<p>The purpose of the speech is clear. The speaker adapts to the audience, context, and the assignment requirements.</p>	<p>The purpose of the speech is clear, thought-provoking, and concise. The speaker adapted the purpose to the audience, context, and the assignment in a meaningful way.</p>
<p>Present orally an original message that effectively addresses a specified audience.</p> <p><b>Assignment:</b> Speech 4 Oral Presentation (Persuasive speech with a visual aid)</p>	<p>The speaker does not formulate a thesis statement, provide adequate support material, select a suitable organizational pattern, demonstrate careful choice of words, or provide effective transitions for the specified audience.</p>	<p>The speaker attempted to formulate a thesis statement, provided some adequate support material, selected a suitable organizational pattern, utilized some word choice that was not suitable, and/or provided less than four transitions for the specified audience.</p>	<p>The speaker successfully formulated a thesis statement, provided adequate support material, selected and attempted Monroe’s Motivated Sequence organizational pattern, demonstrated careful choice of words, and provided transitions for the specified audience.</p>	<p>The speaker formulated a clear and concise thesis statement, provided quality support material, selected and successfully utilized Monroe’s Motivated Sequence organizational pattern, demonstrated careful choice of ethos, logos and pathos for persuasion, and provided effective transitions for the specified audience.</p>

<p>Present orally an original message that effectively demonstrates appropriate vocal variety that achieves congruence with and enhancement of verbal intent.</p> <p><b>Assignment:</b> Speech 4 Oral Presentation (Persuasive speech with a visual aid)</p>	<p>The speaker does not attempt to employ vocal variety in rate, pitch, and intensity, articulate clearly, or employ language appropriate to the designated audience.</p>	<p>The speaker attempts to employ vocal variety in rate, pitch, and intensity, articulates somewhat, and/or develops language appropriate to the designated audience.</p>	<p>The speaker utilizes vocal variety in rate, pitch, and intensity, articulates clearly, and employs language appropriate to the designated audience.</p>	<p>The speaker utilizes vocal variety in rate, pitch, and intensity to heighten and maintain interest, articulates clearly for the audience, and utilizes language appropriate to the designated audience by responding to audience understanding, using standard pronunciation, grammar, and a conversational mode of presenting.</p>
<p>Present orally an original message that demonstrates nonverbal behavior that effectively supports the verbal message during an oral presentation.</p> <p><b>Assignment:</b> Speech 4 Oral Presentation (Persuasive speech with a visual aid)</p>	<p>The speaker does not attempt nonverbal behavior that supports the verbal message in the speech.</p>	<p>The speaker attempts to use paralanguage (tone), some kinesics (posture, gestures, facial expressions), proxemics (distance), appropriate clothing/appearance, and a visual aid, but is not effective.</p>	<p>The speaker utilizes paralanguage (tone), kinesics (posture, gestures, facial expressions) in a practiced manner, proxemics (distance), uses appropriate clothing/appearance, and a visual aid with some ease and attempts to be effective and competent.</p>	<p>The speaker utilizes paralanguage (tone) in a meaningful way, successfully demonstrates all kinesics (posture, gestures, facial expressions), illustrates proxemics (distance), appropriate clothing/appearance is evident, and demonstrates a visual aid with ease and is effective and competent.</p>
<p>Present orally an original message that demonstrates their ability to locate and select appropriate support based on the topic,</p>	<p>The speaker does not attempt to locate appropriate support materials, and /or the support materials do not demonstrate working knowledge of how to</p>	<p>The speaker attempts to locate appropriate support materials, and /or the support materials do not demonstrate working knowledge of how to select appropriate sources and create oral citations. The</p>	<p>The speaker utilizes appropriate support materials, and adapts the sources to oral citations demonstrating working knowledge of how to select appropriate sources.</p>	<p>The speaker utilizes appropriate support materials, and adapts the sources to oral citations demonstrating working knowledge of how to select appropriate sources. All sources are using</p>

<p>audience, setting, and purpose. <b>Assignment:</b> Speech 4 Oral Presentation (Persuasive speech with a visual aid)</p>	<p>select appropriate sources. The speech is of personal opinion only.</p>	<p>speech does not utilize a minimum of five sources for oral citations.</p>	<p>Of the five sources, one is missing an element of oral citation (name, date or title).</p>	<p>appropriate oral citation elements of (name, date or title).</p>
<p>Demonstrate effective critical listening. <b>Assignment:</b> Critique assignment (Speech 4)</p>	<p>The student does not complete the critiques; therefore, does not recognize main ideas, identify supporting details, recognize explicit relationships among ideas, or recall basic ideas and details.</p> <p>Cumulative score of 4, Speech 4 critiques = (0-3)</p>	<p>The student attempts to recognize main ideas, identifies 2-3 supporting source details (per speech), understands ideas, but not enough recall on basic ideas and details to ask an open-ended question.</p> <p>Cumulative score of 4, Speech 4 critiques = (4 - 27)</p>	<p>The student recognizes main ideas and notes a few, identifies supporting details (at least 4 of the sources/speech), recognize explicit relationships among ideas (to formulate a question), and recalls basic ideas and details (to ask a question that is open-ended).</p> <p>Cumulative score of 4, Speech 4 critiques = (28-32)</p>	<p>The student recognizes and notes each main idea, identifies all five supporting sources (per speech) details, recognizes explicit relationships among ideas (to ask questions), or recall basic ideas and details (to ask several open-ended question).</p> <p>Cumulative score of 4, Speech 4 critiques = (33 - 40)</p>
<p>Effectively review and critique a peer speaker's purpose and organization of ideas and information. <b>Assignment:</b> Critique assignment (Speech 4)</p>	<p>The student does not complete the mandatory review or critique using the following criteria. Does not attend with an open mind, does not perceive the speaker's purpose and organization of ideas and information, does not discriminate between statements of</p>	<p>The student completes the review/critique, but is missing more than one of the following: attends with an open mind, attempts perceive the speaker's purpose and organization of ideas and information, discriminates between statements of fact and statements of opinion, attempts to distinguish</p>	<p>The student completes the review/critique, but did not demonstrate one of the following: attends with an open mind, attempts perceive the speaker's purpose and organization of ideas and information, discriminates between statements of fact and statements of</p>	<p>The student completes the review/critique, and accurately identifies the following listening characteristics: attends with an open mind, attempts perceive the speaker's purpose and organization of ideas and information, discriminates between statements of fact and</p>

	<p>fact and statements of opinion, cannot distinguish between emotional and logical arguments, cannot detect bias and prejudice, does not recognize the speaker's attitude, and avoids synthesizing and evaluating by drawing logical inferences and conclusions, and does not recall the implications and arguments, does not recognize discrepancies between the speaker's verbal and nonverbal messages, and does not employ active listening techniques when appropriate</p> <p>Cumulative score of 4, Speech 4 critiques = (0-3)</p>	<p>between emotional and logical arguments, attempts to detect bias and prejudice, recognizes the speaker's attitude, avoids synthesizing and evaluating by drawing logical inferences and conclusions, recalls the implications and arguments, recognizes discrepancies between the speaker's verbal and nonverbal messages, and attempts to employ active listening techniques when appropriate</p> <p>Cumulative score of 4, Speech 4 critiques = (4 - 27)</p>	<p>opinion, attempts to distinguish between emotional and logical arguments, attempts to detect bias and prejudice, recognizes the speaker's attitude, avoids synthesizing and evaluating by drawing logical inferences and conclusions, recalls the implications and arguments, recognizes discrepancies between the speaker's verbal and nonverbal messages, and attempts to employ active listening techniques when appropriate</p> <p>Cumulative score of 4, Speech 4 critiques = (28-32)</p>	<p>statements of opinion, attempts to distinguish between emotional and logical arguments, detects bias and prejudice, recognizes the speaker's attitude, avoids synthesizing and evaluating by drawing logical inferences and conclusions, recalls the implications and arguments, recognizes discrepancies between the speaker's verbal and nonverbal messages, and successfully employs active listening techniques when appropriate</p> <p>Cumulative score of 4, Speech 4 critiques = (33 - 40)</p>
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**Assignment meeting Outcome 1: Speech 4 Oral Presentation (Persuasive speech with a visual aid)**

**Assignment meeting Outcome 2: Speech 4 Oral Presentation (Persuasive speech with a visual aid)**

**Assignment meeting Outcome 3: Speech 4 Oral Presentation (Persuasive speech with a visual aid)**

**Assignment meeting Outcome 4: Speech 4 Oral Presentation (Persuasive speech with a visual aid)**

**Assignment meeting Outcome 5: Speech 4 Oral Presentation (Persuasive speech with a visual aid)**

**Assignment meeting Outcome 6: Critique Assignment (Speech 4)**

**Assignment meeting Outcome 7: Critique Assignment (Speech 4)**