Oral Communication/Public Speaking

The standards outlined below reflect college course exit competencies for oral communication in research, writing, thinking, communication, expressive skills and presentation identified and recommended by a group community and four-year college communication instructors. Upon successfully completing the required oral communication course, students should be able to do the following:

1) Invention: Demonstrate the ability to use productive imagination for the discovery and evaluation of appropriate arguments relating to a chosen topic through effective research. That is to understand different aspects and points of view pertaining to the topic.

2) Through presentations skills students will demonstrate they understand the basic process of audience analysis by addressing the following:
    a. Identify the target (and secondary) audience in terms of:
        i. Demographics.
        ii. Cultural concerns.
        iii. Gender.
        iv. Knowledge level of subject.
    b. Understand the needs of that audience as it pertains to the presentation.

3) Students will be knowledgeable and able to use, identify, and create speeches for different types of speaking purposes, including:
    a. Informing
    b. Persuading
    c. Entertaining
    d. Motivational

4) Demonstrate effective preparation skills in the organization of speeches into three appropriate sections and preparing each section using the appropriate information and transitions between information and sections. These sections are:
    a. Introduction
    b. Body
    c. Conclusion

5) Utilize and understand the patterns of organization to structure information for each specific type of speech. Students will use parallel ideas and information on different levels of abstraction in these patterns.
    a. Chronological order - the time order in which events took place.
    b. Cause to effect - show how your topic was the result of essential events.
    c. Climax order - work from the least important information to the most important.
    d. Anti-climax order - work from the most to least important information.
    e. Spatial order - describe the physical setup of your topic.

6) Students demonstrate effective skill at composing and developing arguments with appropriate support that is unified, coherent, and fully developed utilizing the tenets of good writing and research.
   a. Formulate a focused [manageable] topic sentence or thesis statement.
   b. Access appropriate sources.
   c. Evaluate and analyze information for credibility and accuracy.
   d. Synthesize information from a variety of sources and apply the synthesis to complex situations and problems.
   e. Use a variety of rhetorical strategies to analyze and respond to topics and texts.
   f. Support position using relevant evidence and a reasoned argument.
   g. Develop and employ a wide-ranging vocabulary appropriate for the argument's rhetorical purposes.

7) Students will understand the complex issue of good delivery and show improved personal confidence and the ability to manage communication apprehension. Increased competencies will be demonstrated in:
   a. Verbal skills.
   b. Non-verbal components.
   c. Articulation, vocal variety, rate, pitch, tone, and enthusiasm.
   d. Appropriate speaking persona.
   e. Credibility, confidence , managing apprehension.
   f. Tie speaking skills into audience listening.
   g. Critique of ones own speaking persona.

8) Students will demonstrate effective listening skills as it relates to critical understanding of speech topics and critique of that speaking, doing the following:
   a. Critical thinking and comprehension of speech topics.
   b. Attending and listening with an open mind free of judgment.
   c. Distinguishing between logical and emotional appeals.
   d. Recall of information.
   e. Evaluation of information and logical organization of presentations.

9) Students will demonstrate that they understand and take part in ethical speaking and listening during presentations. Understanding communication ethics for both speech preparation and critiquing of peer speeches by:
   a. Utilizing responsible research and citing sources.
   b. Preparing speeches with integrity when dealing with information and sources.
   c. Using emotional and logical appeals responsibly.

10) Students will demonstrate and understand the role of public speaking in citizenry and how public speaking can contribute to success in the classroom and society.