

Oral Communication Master Syllabus

Cluster

Communication and Creative Expression

Categories in this cluster—Writing, Oral Communication, Literature, and Arts—are designed to cultivate a student’s capacity to appreciate, analyze, and engage the human experience in its diverse creative forms. In some courses, students will develop their capacities to move, educate, convince, and entertain audiences; tell their own stories; reflect on their learning; discover and reveal attitudes and feelings; defend beliefs, opinions, and interpretations; and contribute in diverse, creative, and meaningful ways to the lives of those with whom they live and work. Other classes will develop students’ abilities to identify and analyze the formal and thematic features of a variety of artistic and literary works and to explain how the creation and reception of those works was influenced by aesthetic, cultural, historical, and social factors. All of the courses in this category will develop students’ ability to use methods of human expression—to invent, design, write, speak, and perform—in creative and effective ways. In short, the courses in this cluster will help students probe for deeper understanding and meaning in the cultural works they encounter and to create meaning through their own artistic works and their written and spoken communication.

Core Goals Served in this Category

Goal 1: To help students develop the foundational skills and competencies of . . . oral communication

Goal 4: To cultivate students’ capacity to appreciate, analyze, and engage the human experience in its many creative forms

Core Learning Outcomes

A student successfully completing the Oral Communication category will be able to

1. Engage in discussion, to acquire, develop, and challenge ideas, even in the face of disagreement (Core Goal 1, oral communication)
2. Generate and develop clear Main, Subsidiary, & Supporting ideas for presentation (Core Goal 1, oral communication)
3. Structure and phrase effective Introductory, Transitional, & Concluding speech segments (Core Goal 1, oral communication)
4. Select & execute language that is correct, concise, concrete, colorful, & clear (Core Goal 1, oral communication)
5. Effectively deliver messages from appropriate performance documents (Core Goal 1, oral communication)
6. Develop creative capacities through inventing, designing, writing, or performing (Core Goal 4.3)

Catalog Description

Oral presentation skills provide enlightened citizens with essential tools for cultural survival, and always have. The educated citizen should be able to assimilate, deliberate and articulate ideas, beliefs and experiences in a clear and affecting manner. To this end, a course in public speaking provides foundational training for the liberal arts student. Effective oral communication is more than but learning to speak publicly, however. It encompasses understanding and training on a variety of skills applicable to communicating intelligently in contexts both public and private, on matters of both individual and collective concern. At King's, these skills include, but are not limited to; developing pointed purpose statements, strategically organizing messages, validating messages with substantive support, effectively wording messages, outlining messages for effective execution, delivering messages with confidence, and analyzing the messages of others accurately. (NOTE: Students would normally schedule COMM 101 before the end of their sophomore year.)

Intangibles / Aspirations / Other Category-Level Elements

In addition to the outcomes assessed in this category, other Core outcomes might be developed and addressed. Skills, competencies, and dispositions relevant to the subject of oral communications might also be cultivated in this category.

- Develop students' skills in writing and critical inquiry/analysis (Core Goal 1).
- The oral communications category will help students identify, articulate, and foster skills development in:
 - at least five major presentation assignments.
 - at least one major persuasive assignment (amongst the five).
 - systematic procedures with which to inform, persuade, & evoke.
 - well-defined goal declarations.
 - topical relationships within message content development.
 - various format design patterns with which to structure and organize ideas.
 - functions & effects of varied support materials.
 - functions of electronic presentation aids for at least one major assignment.
 - creating, producing, & submitting an electronic presentation.
 - transitional phrasing with which to link and blend ideas of message together.
 - qualities of verbal choice that put word to idea.
 - verbal & nonverbal components of extemporaneous delivery skills.
 - extemporaneous presentation from appropriate performance outlines.
 - strategies to manage performance anxiety and grow performance confidence.
 - criteria for evaluating and critiquing messages from others.
 - interpersonal & group communication experiences.

Teaching Methods and Assessment

Required in Every Section of Oral Communications

1. A self-or-other-introductory speech to assess initial confidence levels, grasp of basic idea development and structure, verbal skills, delivery skills, and poise.
2. At least five formal presentations (which may include a more elaborate introductory presentation) of varying lengths, purposes and requirements that progressively gauge the students' abilities to plan, prepare, and present messages with clearly defined purposes, substantive idea development and linkage, effective design structures, appropriate word choice, competent delivery skills, and a poised performance presence.
3. Performance outlines that document in text the student's efforts to plan, prepare and effectively execute the varying messages assigned throughout the semester. The last major assignment outline must be an extemporaneous performance document.

Optional Methods

1. Analysis and evaluation of observed speech performance of classmates, &/or of other students in other speech classes, &/or of other presenters on and off campus, &/or of mediated messages.
2. Quizzes to hold students accountable for reading assignments &/or class notes on speech theory, strategies and practices.
3. Tests to hold students accountable for reading assignments &/or class notes on speech theory, strategies and practices.

Assignment Choices

1. Ice-Breaker/Self-or-Other-Introductory Exercise
2. Impromptu Presentation Exercise
3. Interpersonal Communication Exercise
4. Dramatic Interpretation Exercise
5. Ceremonial Presentation
6. Demonstration Presentation
7. Narrative Presentation
8. PowerPoint Presentation
9. Informative Report
10. Group Presentation - Informative
11. Individual Informative Presentation
12. Group Presentation - Persuasive
13. Individual Persuasive Presentation
14. Performance Outline Submission
15. Speech Performance Analysis
16. Quizzes on Speech Communication Theory &/or Strategies &/or Practices
17. Tests on Speech Communication Theory &/or Strategies &/or Practices

Texts

(updated fall 2014)

- Adler, R. B., G. Rodman, & A. du Pre`. (2013) *Understanding Human Communication*. 12th Edition. New York: Oxford University Press.
- Beebe, S.A., and S. J. Beebe. (2013) *Public Speaking Handbook*. 4th Edition. Pearson Education, Inc.
- Devito, Joseph. (2011) *The Essential Elements of Public Speaking*. 4th Edition. Boston: Allyn & Bacon.
- Grice, G. L., and J. F. Skinner. (2012) *Mastering Public Speaking*. 8th Edition. Boston: Allyn & Bacon.
- Hybels, S., and R. L. Weaver II. (2012) *Communicating Effectively*. 10th Edition. New York: McGraw-Hill.
- O'Hair, D., R. Stewart, & H. Rubenstein. (2011) *A Speaker's Guidebook: Text and Reference*. 5th Edition. Boston: Bedford/St. Martin's.
- Osborn, M., S. Osborn, & R. Osborn. (2011) *Public Speaking: Finding Your Voice*. 9th Edition. Boston & New York: Allyn & Bacon.
- Lucas, Steven E. (2011) *The Art of Public Speaking*. 11th Edition. New York: McGraw-Hill.
- Verderber, R. F., K. S. Verderber, and D. D. Sellnow. (2013) *Communicate!* 14th Edition. Belmont, CA: Wadsworth/Cengage Learning.
- Wood, Julia T. (2014) *Communication in Our Lives*. 7th Edition. Belmont, CA: Cengage Learning.

Courses

COMM 101: Oral Communication (3)

This performance course introduces students to the art and practice of face-to-face human communication. Classwork will help students grow their capacity to express themselves clearly, informatively, and persuasively in contexts both public and private. Interpersonal and group communication experiences are emphasized alongside focused work in public presentation. Progressive skill set development will help students refine abilities to generate, arrange, detail, word and deliver various types of messages with an individual sense of purpose and style.