

# Course Outline with Assessment Ideas and Activities

Course Title: Oral/Interpersonal Communication

Note: FA stands for Formative Assessment and SA stands for Summative Assessment\*

## Module/Learning Plan: Human Communication #1

Competency	Absorb	Do	Connect	Assessments
1. Illustrates how the elements of the communication model apply to a communication situation	Read Chapter 1, Pgs. 4-10, 12-15. <a href="#">Watch You Tube Video</a>	<a href="#">Identify the Elements of the Transactional Model</a>	Private Form, Students will watch a video and then apply the elements of the Comm. model to the situation in the form of a worksheet/essay	Private Form, Students will watch a video and then apply the elements of the Comm. model to the situation in the form of a worksheet/essay
2. Identifies how participants fulfill communication responsibilities in terms of the communication model		<a href="#">Transactional Model Activity</a>		
3. Identifies elements, which impact the communication situation		<a href="#">What is the context?</a>  <a href="#">Can you identify the type of noise?</a>  <a href="#">Which examples are physiological noise?</a>  <a href="#">Which examples are psychological noise?</a>		





4. Proposes techniques to improve the communication situation			<ul style="list-style-type: none"> <li>- Private Form, Students will watch a video and then apply the elements of the Comm. model to the situation in the form of a worksheet/essay</li> <li>- Blog posting (FA)</li> </ul>	Private Form, Students will watch a video and then apply the elements of the Comm. model to the situation in the form of a worksheet/essay <ul style="list-style-type: none"> <li>- Blog posting (FA)</li> </ul>
5. Construct a blog posting using Blogger.com	Watch this <a href="#">Video Tutorial</a> Read written directions with <a href="#">screen shots</a> Read written directions with screen shots about making your <a href="#">blog public</a>		View student blog samples from previous classes	- Blog posting (FA)

## Module/Learning Plan: **Public Speaking #2**

Competency	Absorb	Do	Connect	Assessments
1. Plans and delivers an oral presentation that shows a clear purpose that is tailored to meet the needs of a specific audience	Read Chapter 12 <a href="#">Writing a Thesis Statement</a> <a href="#">Audience Analysis Video</a>	<a href="#">Thinking about a Topic</a>  <a href="#">Determining the GP of your Speech</a>  <a href="#">Writing An SPS Statement</a>	- Speech Topic Posting on Discussion Board (FA) - Blog Posting, student posts potential thesis statement for speech (FA) - Watch past student informative speech videos & review outlines	- Informative Speech (SA)
2. Plans an oral presentation that has a clear introduction, body, and conclusion	Read Chapter 13 <a href="#">Slides on writing an Introduction</a>	<a href="#">Concluding your speech</a>	- Outline Rough Draft Assignment (FA) (via Private Form) - Watch past student informative speech videos & review outlines	- Informative Speech (SA) - Outline Rough Draft Assignment (FA) (via Private Form)
3. Organizes an oral presentation that follows an effective organizational pattern	Read Chapter 13 <a href="#">Slides on organization</a>	<a href="#">Softchalk Learning Object #1</a>  <a href="#">Softchalk Learning Object #2</a>  <a href="#">Softchalk Learning Object #3</a>	- Outline Rough Draft Assignment (FA) (via Private Form) - Watch past student informative speech videos & review outlines	- Informative Speech (SA) - Outline Rough Draft Assignment (FA) (via Private Form)
4. Uses an extemporaneous speaking style that uses effective verbal and nonverbal communication techniques that holds the audience's attention	Read Chapter 14 <a href="#">Speech Anxiety Video</a>  Tips for a Success Speech PDF	<a href="#">Writing Note Cards</a> <a href="#">Deep Breathing Exercises</a>	- Discussion Board (SA) - Informative Speech (SA) - Watch past student informative speech videos	- Informative Speech (SA)

5. Uses effective and appropriate language	Read Chapters 14 & 15 <a href="#">Informative Speaking Slides</a>		<ul style="list-style-type: none"> <li>- Discussion Board (SA)</li> <li>- Outline Rough Draft Assignment (FA) (via Private Form)</li> <li>- Informative Speech (SA)</li> </ul>	<ul style="list-style-type: none"> <li>- Informative Speech (SA)</li> <li>- Outline Rough Draft Assignment (FA) (via Private Form)</li> </ul>
6. Identifies the effective elements of effective oral presentations	Read Chapters 14 & 15 <a href="#">Informative Speaking Slides</a>		<ul style="list-style-type: none"> <li>- Discussion Board (SA)</li> <li>- Self-Evaluation Blog Posting (FA)</li> <li>- Partner Evaluation Assignment (FA)</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion Board (SA)</li> <li>- Self-Evaluation Blog Posting (FA)</li> <li>- Peer Evaluation Assignment (FA)</li> </ul>

### Module/Learning Plan: **Listening #5**

Competency	Absorb	Do	Connect	Assessments
1. Distinguishes among levels of listening	Read Chapter 4, Pgs. 64-74	<a href="#">Hurier's Model of Listening</a>		- Quiz (SA)
2. Interprets speaker's cues	Read Chapter 4, Pgs. 64-74			- Quiz (SA)
3. Applies strategies for listening in various situations	Read Chapter 4, Pgs. 64-74 <a href="#">How To Improve Listening Skills Podcast</a>  <a href="#">TED Talks Video</a>  <a href="#">Everybody Loves Raymond Video Clip</a>	<a href="#">Listening for Details Exercise</a> - Try one of the 5 exercises that Juilian Treasure suggests to improve your listening in the Ted Talks Video.  	- Blog Posting, TED Talks, Describe for your blog audience which exercise you tried and the results. What did you hear? What happened? How do you think these exercise(s) could improve your life and your ability to listen?  	- Blog Posting, TED Talks (SA)
4. Clarifies ambiguous messages	Read Chapter 4, Pgs. 64-74			- Blog Posting, TED Talks (SA)

Module Number and Name: **Group Communication #9**

Competency	Absorb	Do	Connect	Assessments
1. Performs multiple roles within a group	Read Chapter 10 in <i>Think: Communication</i> View a video on <a href="#">group roles</a> ;	Students will perform roles when completing their Group Charter Google Docs Project	- Group Charter Google Docs Project, Students identify and lists each role they performed in the project	- Group Charter Google Docs Project (SA)
2. Participates in group interaction without prompting		Students will communicate with each other via discussion boards, email and/or via other communication channels during Group Charter Google project		- Group Charter Google Docs Project (SA) - Group Evaluation Assignment (via private form) (SA)
3. Avoids negative group roles			- Group Evaluation Assignment (via private form) (SA)	- Group Evaluation Assignment (via private form) (SA)
4. Listens to group members			- Group Evaluation Assignment (via private form) (SA)	- Group Charter Google Docs Project (SA) - Group Evaluation Assignment (via private form) (SA)
5. Evaluates the process of group interactions	Read Chapter 11, View video on <a href="#">Group Development</a> ; View the <a href="#">Remember the Titans Video</a>	<a href="#">Softchalk Object</a> on Group Development	- Review completed samples of past Group Charter Google Docs Projects - Self-Evaluation (Blog Posting) (FA) - Group Evaluation Assignment (via private form)	- Group Charter Google Docs Project (SA) - Self-Evaluation (Blog Posting) (FA) - Group Evaluation Assignment (via private form)

			form) - Discussion Board (SA)	- Discussion Board (SA) - Quiz (SA)
6. Evaluates and describes group situation	Read Chapter 10 in <i>Think: Communication</i> View a video on <a href="#">group roles</a> ;		- Group Charter Google Docs Project (SA) - Self-Evaluation (Blog Posting) (FA) - Group Evaluation Assignment (via private form) - Discussion Board (SA)	- Group Charter Google Docs Project (SA) - Self-Evaluation (Blog Posting) - Group Evaluation Assignment (via private form) - Discussion Board (SA)
7. Analyzes the decision-making strategies used by the group	Read Chapter 11 in <i>Think: Communication</i> View a video on <a href="#">Groupthink</a>		- Group Charter Google Docs Project (SA)	- Group Charter Google Docs (SA) - Quiz (SA)
8. Analyzes the task, maintenance, and leadership roles performed by group members	Read Chapter 10 in <i>Think: Communication</i> View a video on <a href="#">group roles</a>		- Self-Evaluation (Blog Posting) (FA) - Group Evaluation Assignment (via private form) (SA)	- Group Charter Google Docs Project (SA) - Self-Evaluation (Blog Posting) (FA) - Group Evaluation Assignment (via private form) (SA)