**ORAL COMMUNICATION ESSENTIAL LEARNING OUTCOMEDefinitions:**

*(Brief version)* Oral Communication is the ability to communicate purposely in a variety of social contexts and situations.

*(Longer version)* Oral Communication is the ability to communicate purposely in a variety of social contexts and situations. This includes relational and transactional communication (in other words, communicating to connect, inform, and convince) with logic and clarity within specified time parameters.

*\*The course instructor is able to adjust some of these dimensions to fit the needs of a specific student e.g. the instructor could allow a student with a disability to present online rather than in-person. Additionally, based on cultural norms and physical abilities the instructor should be sensitive to assigning points to relevant dimensions e.g. eye contact, body language etc.*

**Glossary of Terms:**

* **Central Message** encompasses whether the student fully addressed the assignment question(s)
* **Communicative Function** involves ways of communicating and language used (commenting, requesting, protesting, directing attention, showing, and rejecting)
* **Context** includes awareness of different situational environments (cultural and other social contexts) and appropriate behavior in each area
* **Delivery Technique** includes observable non-verbal cues that makes response to prompt more compelling
* **Elaborative Details** includes supportive details that are backed by research and innovative examples that enhances the central message
* **Organization** involves logical sequence/pattern and coherence while responding to the assignment
* **Time** involves effective use of the assigned time to complete assignment. The identified timeframe of the assignment will drive this dimension. For instance, 30 seconds either side of a 2min elevator speech means that the student can complete with 1:30min-2:30min for Mastery level; or within 1-3min for Proficient level.
* **Visual Aid/Supporting Details** includes slides, handout, white board and other materials intended to complement the task
* **Vocal Tone** refers to the speed or rate of speaking

**Oral Communication Rubric:**

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| --- | --- | --- | --- | --- |
| **Dimensions** | **3 Mastery** | **2 Proficient** | **1 Beginner** | **0 Non Evident** |
| **Central Message** | The task was completed with rich, creative and elaborative details and responses. | The task was completed with some supporting details and appropriate responses. | The task was completed but some responses may be erroneous or lacking certain details. | The task was not completed. |
| **Organization** | The task was coherent and easy to follow.  Communication includes clear introduction, body, and conclusion.  Includes effective transitions. | The task had an introduction, body, conclusion.  Communication is lacking in effective transitions. | The task had some evidence of sequence - introduction, body, conclusion but is missing transitions and is not presented coherently. | The task had no clear sequence or organization. |
| **Context** | Response effectively considered the specific context and implemented appropriate communicative functions to meet the situation. | An effort was made to use appropriate communicative functions to meet the needs of a contextual situation. | There was little effort made to address the considerations of the contextual situation. | Inappropriate or no communicative function used in situational context. |
| **\*\*Delivery** | Delivery techniques (*gesture, eye-contact, minimal fillers, vocal tone and volume*) made the presentation engaging and the speaker appeared confident.  Delivery complemented response to assignment. | Delivery techniques  *(gesture, eye-contact, minimal fillers, vocal tone and volume*) made the presentation interesting, and the speaker appeared comfortable. | Delivery techniques (*gesture, eye-contact, minimal fillers, vocal tone and volume*) made the presentation understandable, but the speaker appeared unsure. | Delivery techniques (*gesture, eye-contact, minimal fillers, vocal tone and volume*) are absent and/or expressed in a way that detracts from response to assignment. |
| **\*\*Visual Aid** | Effective supporting materials (*slides, handout, white board*) that complemented the task were created and used.  These materials were well edited, easy to follow, and referred to extensively, throughout the presentation. | Appropriate supporting materials (*slides, handout, white board*) were created and used.  The materials needed some editing / refining and more reference throughout the presentation. | Supporting materials (*slides, handout, white board*) were ineffective.  The materials needed editing / refining and/or were not referenced to in the presentation. | No supporting materials (*slides, handout, white board*) were created or used during the oral communication. |
| **\*\*Time** | Completed the task within 30 seconds on either side of the assigned time frame | Completed the task within 60 seconds on either side of the assigned time frame | Completed the task within 90 seconds on either side of the assigned time frame | Did not sufficiently meet, or exceeded the established time frame of the assignment. |

* Portions of rubric adapted from AAC&U Oral Communication VALUE Rubric: [Oral Communication VALUE Rubric (cpb-us-w2.wpmucdn.com)](https://cpb-us-w2.wpmucdn.com/sites.udel.edu/dist/c/6655/files/2013/08/OralCommunication.pdf)
* \*\*indicates dimension that is useful on a needs basis and may be removed from rubric, if not needed for a task.

**Examples of Key Assessments/ Assignments / Projects:**

* Informative 2-minute presentation where students are asked to find early and current videos of public figures, across disciplines, that have greatly improved their public speaking capabilities. For example, Steve Jobs, Oprah Winfrey, Steve Wynn, Andrés Manuel López Obrador, or Dana White. Students are then asked to formulate an introduction, body and conclusion presenting the key improvements to the figure’s verbal and non-verbal communication style.
* Board of Directors meeting where students must individually sit at a round table meeting and persuade the board to implement a change to something in their organization. They have five minutes to present; and they must create, distribute, and refer to a visual aid based on what they determine to be most appropriate.
* Traditional team driven research presentation based on assignment criteria relative to course. Each team member is responsible for one section of the assignment criteria, by creating the appropriate visual aid along with presenting the information verbally. Each member of the team should be given a time allotment. There should be guidance given on dress code, total team time, and content requirements.
* A timed class debate on two opposing ideas, concepts, theories or arguments. For example, “does media influence society, or does media reflect society”?
* Four groups of students conduct a Strength, Weakness, Opportunity, Threat (SWOT) Analysis on a current issue and persuade the rest of the class why their option of the SWOT analysis is the ideal solution using appropriate visual aids.