Western Technical College

10801196 Oral/Interpersonal Communication

Course Outcome Summary

Course Information

Description
This course helps students develop effective strategies for effective interpersonal communication and public presentations. Focusing upon verbal, nonverbal, and listening skills, students will demonstrate competence through a variety of individual presentations, group activities, and written work.

Total Credits 3
Total Hours 54

Types of Instruction

Instruction Type Credits/Hours
Lecture 3 CR / 54 HR

Course History

Last Revision Date 10/8/2018
Revised By Jamie Hammond (hammondj)

Pre/Corequisites

Prerequisite 77851760 Developmental Communications (OR) Placement Test Score: ACCUPLACER (Sentence Skills) 55+, (OR) COMPASS (Writing) 56+ (OR) ACT (English) 16+ (OR) 10831103 Intro to College Writing OR (ACCUPNXTGN (Sentence Skill) 237+ AND 77851769 English Support Course)

Textbooks


Course Competencies

1. Analyze communication situations.
   Domain Cognitive Level Analyzing Status Active
   Assessment Strategies
   1.1. in oral, visual, and/or written form
Criteria

You will know you are successful when

1.1. you illustrate how the elements of the communication model apply to a communication situation.
1.2. you identify how participants fulfill communication responsibilities in terms of the communication model.
1.3. you identify elements which impact the communication situation.
1.4. you suggest techniques to improve the communication situation.

Learning Objectives

1.a. Differentiate the action, interaction, and transaction models of communication.
1.b. List and summarize the needs communication helps us meet.
1.c. List and summarize common misconceptions about communication.
1.d. Explain communication competence.
1.e. Identify examples of appropriate and inappropriate communication.

2. Apply nonverbal skills.

Domain Cognitive Level Applying Status Active

Assessment Strategies

2.1. in oral, visual, and/or written form

Criteria

You will know you are successful when

2.1. you analyze nonverbal messages in various communication situations.
2.2. you account for cultural and gender differences.
2.3. you characterize the type of nonverbal communication used.
2.4. you determine whether nonverbal cues reinforced any related verbal message.
2.5. you assess the impact of nonverbal skills on communication.

Learning Objectives

2.a. List and summarize nonverbal communication channels.
2.b. Describe the functions of nonverbal communication.
2.c. Examine the influence of gender and culture on nonverbal communication.

3. Apply listening skills.

Domain Cognitive Level Analyzing Status Active

Assessment Strategies

3.1. in oral, visual, and/or written form

Criteria

You will know you are successful when

3.1. you distinguish among levels of listening.
3.2. you apply strategies for listening in various situations.
3.3. you interpret speaker's cues.
3.4. you clarify ambiguous messages.

Learning Objectives

3.a. Differentiate between listening and hearing.
3.b. Differentiate and give examples of informational listening, critical listening, and empathic listening.
3.c. Summarize the barriers to effective listening.
3.d. List and summarize the steps in the HURIER listening model.

4. Contribute as a group or team member.

Domain Cognitive Level Applying Status Active

Assessment Strategies

4.1. in oral, visual, and/or written form

Criteria
You will know you are successful when
4.1. you perform multiple roles within a group.
4.2. you participate in group interaction without prompting.
4.3. you avoid negative group roles.
4.4. you listen to group members.
4.5. you evaluate the process of group interactions.
4.6. you describe group situations.
4.7. you analyze the decision-making strategies used by the group.
4.8. you analyze the task, maintenance, and leadership roles performed by members.

Learning Objectives
4.a. Define small groups and describe their function.
4.b. Explain individual roles in groups.
4.c. Define groupthink and identify strategies for avoiding groupthink.
4.d. Discuss decision-making and problem-solving strategies in groups.
4.e. Define power and describe various forms of power that leaders can possess.

5. Apply conflict resolution skills.
   Domain   Cognitive   Level   Applying   Status   Active

Assessment Strategies
5.1. in oral, visual, and/or written form

Criteria
5.1. you apply conflict resolution strategies to a real or simulated conflict situation.
5.2. you define the conflict clearly, using non-judgmental language.
5.3. you identify two or more conflict resolution strategies that could be used.
5.4. you assess the probable effectiveness of each of the resolution strategies.
5.5. you present a rationale for choosing one of the strategies, showing how it could resolve the conflict objectively.
5.6. you assess the effectiveness of conflict resolution strategy.
5.7. you use assertive verbal and nonverbal behaviors effectively.

Learning Objectives
5.a. List the characteristics of conflict.
5.b. Define non-judgmental language.
5.c. Describe strategies for managing conflict.

6. Evaluate how perception affects communication.
   Domain   Cognitive   Level   Evaluating   Status   Active

Assessment Strategies
6.1. in oral, visual, and/or written form

Criteria
6.1. you illustrate a situation in which perceptions vary.
6.2. you evaluate the accuracy of perceptions.
6.3. you assess the impact of perceptual processes.
6.4. you suggest ways in which to minimize communication obstacles caused by differences in perception.

Learning Objectives
6.a. Explain perception and the reasons we commit perceptual errors.
6.c. Describe how various behaviors relate to locus, stability or controllability.
6.d. Differentiate self-serving bias and fundamental attribution error.

7. Evaluate how self-concept impacts communication.
   Domain   Cognitive   Level   Evaluating   Status   Active
Assessment Strategies
7.1. in oral, visual, and/or written form

Criteria
You will know you are successful when
7.1. you illustrate how self-concept affects the communication styles of participants in specific communication situations.
7.2. you suggest strategies for minimizing negative effects of self-concept in specific communication situations.
7.3. you suggest strategies for enhancing the effect of positive self-concept in communication situations.
7.4. you assess how self-concept affects personal communication style.

Learning Objectives
7.a. Explain self-concept and how it is partly subjective and multifaceted.
7.b. Describe how self-fulfilling prophecies and self-monitoring can shape communicative behavior.
7.c. Describe how image management is collaborative, complex, and involves management of multiple identities.

8. Analyze how culture, including gender, impacts communication styles.
Domain Cognitive Level Analyzing Status Active

Assessment Strategies
8.1. in oral, visual, and/or written form

Criteria
You will know you are successful when
8.1. you analyze how culture, including gender, affects given communication situations.
8.2. you point out cultural differences exhibited in communication styles in the given situations.
8.3. you point out gender differences exhibited in communication styles in the given situations.
8.4. you illustrate how differences affect communication situation.
8.5. you suggest strategies for minimizing the impact of cultural differences on the communication situation.
8.6. you explain the need for sensitivity to individual differences.

Learning Objectives
8.a. Define culture and explain how culture is acquired.
8.b. Define co-culture and identify examples of co-cultures.
8.c. Distinguish between in-groups and out-groups, individualistic and collectivistic cultures, low- and high-context cultures, and low- and high-power-distant cultures.

Domain Cognitive Level Creating Status Active

Assessment Strategies
9.1. in a speaking situation that may include visual and/or written components

Criteria
You will know you are successful when
9.1. you plan the presentation.
9.2. you show a clear purpose.
9.3. you appropriately tailor your presentation to meet the needs of a specific audience.
9.4. you include strong components including introduction, body, and conclusion.
9.5. you follow an effective organizational pattern.
9.6. you include sufficient supporting material and reflects research of topic.
9.7. you gain and hold audience’s attention.
9.8. you use extemporaneous delivery style.
9.9. you appear confident and natural.
9.10. you use effective eye contact to establish rapport with the audience.
9.11. you use effective nonverbal communication (body language, gesture, vocal variety).
9.12. you use effective and appropriate language.
9.13. you identify the elements of effective oral presentations.
Learning Objectives
9.a. Describe the purposes of a presentation.
9.b. Examine the interaction between the speaker and the audience.
9.c. Differentiate organizational patterns of speeches.
9.d. Explain the use and creation of a preparation outline and a speaking outline.
9.e. Identify supporting material that is credible.
9.f. Recognize effective vocal delivery.
9.g. Recognize effective eye contact.
9.h. Recognize effective and appropriate language.
9.i. Recognize effective nonverbal communication (body language and gesture).
9.j. Explain extemporaneous delivery style and methods to prepare for it.

10. Develop strategies for overcoming communication obstacles.
   Domain  Cognitive  Level  Creating  Status  Active

Assessment Strategies
10.1. in oral, visual, and/or written form

Criteria
You will know you are successful when
10.1. you analyze communication obstacles present in real or simulated communication situations.
10.2. you identify obstacles present for participants in situation.
10.3. you suggest strategies for overcoming obstacles.
10.4. you explain why strategies should improve the situation.
10.5. you identify two or more personal communication obstacles.
10.6. you analyze possible causes of personal communication obstacles.
10.7. you outline strategies for overcoming personal obstacles to communication.
10.8. you provide evidence of personal improvement in overcoming communication obstacles.

Learning Objectives
10.a. Identify your communication apprehension in group discussion, meetings, conversation, and public speaking.
10.b. Discuss strategies for overcoming communication apprehension.
10.c. Identify your listening style, assess your listening skills, and describe strategies for improving your informational, critical, and empathic listening skills.