

ORAL COMMUNICATION CURRICULUM - RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to develop **oral communication** skills necessary to organize and deliver a clear message with appropriate supporting material.

<i>Learning objectives / Desired outcomes</i>	Levels of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
Organization <i>The student clearly organizes text to convey a central message.</i>	Fails to demonstrate an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation, central message not conveyed.	Employs some elements of organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation, but central message not fully conveyed.	Employs consistent organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation, but central message not fully conveyed.	Employs clear and consistent organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation, and central message conveyed.	Employs clear and consistent organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) with cohesive content and compelling central message.
Supporting Material <i>The student uses supporting material (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that is generally credible, relevant and derived from reliable and appropriate sources.</i>	Fails to use supporting materials or establish the presenter's credibility/authority on the topic.	Uses insufficient supporting materials to document information or analysis, and establish the presenter's credibility/authority on the topic.	Uses some appropriate supporting materials to document information or analysis, and begin to establish the presenter's credibility/authority on the topic.	Uses sufficient supporting materials to document information or analysis, and establish the presenter's credibility/authority on the topic.	Uses a variety of well-chosen supporting materials to document information or analysis, and convincingly establish the presenter's credibility/authority on the topic.
Delivery <i>The student delivers presentation with posture, gestures, eye contact, and use of the voice to enhance the effectiveness.</i>	Fails to use delivery techniques that minimize distraction and promote understanding of the presentation.	Uses delivery techniques that occasionally detract from the understandability of the presentation, speaker appears uncomfortable.	Uses delivery techniques that make the presentation understandable, but speaker appears tentative.	Uses delivery techniques that make the presentation understandable and interesting, and speaker appears comfortable.	Uses delivery techniques that make the presentation compelling, and speaker appears polished and confident.

A **competency** is the ability to do something successfully.

A **program goal** is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment.

A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome.

A **student learning outcome** is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).