

## Oral Communication *(Updated March 30, 2021)*

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The Ohio Transfer 36 requires at least 3 semester hours of course credit in English Composition/Oral Communication.

- Courses in oral communication are an option for *elective* courses within the Ohio Transfer 36. If a student completes a course in oral communication but does not complete the entire Ohio Transfer 36, the course may only apply as an elective upon transfer because not all institutions have this requirement.
- Courses in oral communication are in addition to First and/or Second Writing and may not replace or substitute for composition courses.
- The major emphasis of the oral communication course must be extemporaneous public speaking (individual/group work) as reflected in statements of course learning outcomes and evaluation. The course(s) may include group presentations and argumentation. Typically, hybrid courses in oral communication include examination of communication theory but should concentrate on evaluated oral presentations as the primary focus of the course.
- Courses that include communication principles leading up to the study or understanding of the oral communication process in other forms (e.g., interviewing, interpersonal, dyads, listening) are not precluded if they meet the criterion for emphasis on extemporaneous speaking.

### ***Excluded courses:***

- Remedial or developmental courses, special topics courses, narrowly focused courses, technical or pre-technical courses and skills-based courses.
- Courses that focus exclusively on content coverage without addressing the learning outcomes for the Ohio Transfer 36.
- Career preparation courses, non-credit continuing education courses, and life experience courses (unless life experience credit, such as military training or other prior learning experience, becomes approved in the future for an Ohio Transfer 36 credit by the statewide faculty review panel).
- Courses in which the main focus is theory, the study of communication styles, or oral interpretation and performance (i.e., students should research and prepare their own oral presentations, not give a recitation of existing work).

### **TMOC: Oral Communication**

#### **Learning Outcomes:**

##### **1. Preparation for performance/composition and organization of speeches**

*Students develop speeches that are consistent and appropriate for the purpose, context, and audience.*

**Students should be able to present speeches that are consistent and appropriate for the purpose, context, and audience. In order to demonstrate this outcome, by the end of the public speaking course, students should be able to**

- Apply organizational skills to construct speeches that are context appropriate. Give several informal and formal speeches in a variety of genres.
- Practice communicating for a variety of purposes and distinguish among those purposes.
- Recognize the importance of audience analysis and adaptation in public speaking. Develop and adapt messages, style, and delivery to meet the needs of diverse audiences. Use speeches to embrace difference, demonstrate diversity and inclusion, and understand relationships between cultures.
- Become fully informed about the subject matter by researching topics responsibly and ethically. Research may involve finding and retrieving information from personal experience as well as published sources.
- Critically examine sources for credibility, accuracy, relevance, and usefulness.
- Synthesize information from multiple sources to construct an argument. Appropriately cite sources.

## **2. Delivery of messages**

*Students present speeches using effective verbal and nonverbal delivery techniques and appropriate presentational aids.*

**By the end of their public speaking course, students should be able to**

- Use appropriate and effective verbal and nonverbal delivery. Use delivery techniques (posture, gesture, eye contact, pauses, and vocal expressiveness) and language choices that make the speech understandable.
- Present well-developed and appropriately organized informative material and persuasive arguments.
- Use presentational aids or technology in ways that enhance speeches.
- Manage communication apprehension and increase confidence across communication contexts. Speakers should appear comfortable.
- Monitor and adjust the speech according to audience feedback. Manage time appropriately.
- Make clear distinctions between speakers' ideas and ideas of others.

## **3. Critical assessment of messages**

*Students critically and constructively evaluate their own and others' speeches.*

**By the end of their public speaking class, students should be able to critically and constructively evaluate their own speeches, as well as the speeches of classmates and professionals.**

- When they are audience members, they should be attentive. Furthermore, they should use active-listening skills to objectively evaluate the speeches of others.

- When they are collaborating with peers, they should work to improve their own and others' speeches, balancing the advantages of relying on others with taking responsibility for their own work.