Oral Communication

Fairminded critical thinkers speak clearly and competently, respect the audience, value multiple perspectives, and engender equality. They help others understand the complexity of subjects by emphasizing significant points, presenting information logically, and supporting ideas with reliable evidence.

With practice, learners will be able to:

1. Communicate orally his/her ideas on a topic objectively or subjectively in a competent and confident manner.

2. Choose and narrow a topic appropriately for the audience, occasion, and purpose.

3. Communicate the thesis/specific purpose in a manner appropriate for the audience and occasion.

4. Provide supporting material appropriate to the topic, audience, occasion, and purpose.

5. Use an organizational pattern appropriate to the topic, audience, occasion, and purpose.

6. Use language appropriate to the topic, audience, occasion, and purpose.

7. Use vocal variety in rate, pitch, and intensity (volume) to heighten and maintain interest and that is appropriate to the topic, audience, occasion, and purpose.

8. Use pronunciation, grammar, and articulation appropriate to the topic, audience, occasion, and purpose.

9. Use physical behaviors that support the verbal message and that are appropriate to the topic, audience, occasion, and purpose.

"The Competent Speaker" Speech Evaluation Form (Speech Communication Association)

PVCC General Education Oral Communication Rubric

Dimension	Score = 2: meets or exceeds standards for competence	Score = 1: needs improvement	Score = 0: does not meet minimum standards for competence
ORGANIZATION – Dimensions are aligned with Six Step Guide to Organizing Effective Presentations; see http://www.pvc.maricopa.edu/AL/gened_oral.html			
1. Opening Steps: Excite, Launch, & Relate	Completes <u>all</u> of the following: 1. captures the audience's attention 2. *clearly* states the *specific* purpose 3. explains the *significance* of the presentation and tells the audience how they will benefit from listening	Completes <u>two</u> of the following: 1. captures the audience's attention 2. *clearly* states the s*pecific* purpose 3. explains the *significance* of the presentation and tells the audience how they will benefit from listening	Completes <u>one</u> or <u>none</u> of the following: 1. captures the audience's attention 2. *clearly* states the *specific* purpose 3. explains the *significance* of the presentation and tells the audience how they will benefit listening
2. Inform Step	Presents information in an organized and *logical* manner with *precise* transitions. Uses supporting materials *accurately*.	Presents information with some structure and logic with simple transitions. Uses supporting materials questionably.	Presents information randomly and/or illogically with simple or no transitions. Uses supporting materials incorrectly.
3. Closing Steps: Reiterate & Energize	C*learly* restates the purpose and summarizes key points from the presentation. Brings the presentation to a satisfying close.	Vaguely summarizes ideas presented, but the key points are unclear. The concluding remarks are not fully developed.	The student ends the presentation abruptly without summarizing the key points. The audience is left wondering if the presentation is finished.
DELIVERY - Dimensions are aligned with Six Step Guide to Delivering Effective Presentations; see http://www.pvc.maricopa.edu/AL/gened_oral.html			
4. Vocal Variety, Pronunciation, & Articulation	The student generally uses appropriate vocal variety (volume, rate, pitch, quality), pronunciation, and articulation. Audience remains focused on presentation.	At times, the student uses inappropriate vocal variety, pronunciation, and/or articulation; however, it does not significantly distract the audience from the presentation.	The student uses inappropriate vocal variety, pronunciation, and/or articulation so often that the audience loses focus.
5. Eye Contact, Gestures, Facial Expressions, Posture, & Movements	The student uses appropriate eye contact, gestures, facial expressions, posture, and movements.	At times, the student uses inappropriate eye contact, gestures, facial expressions, posture, and/or movements; however, it does not significantly distract the audience from the presentation.	The student uses inappropriate eye contact, gestures, facial expressions, posture, and/or movements so often that the audience loses focus.
6. Vocalized Pauses and Distracting Mannerisms	The student uses vocalized pauses (such as "um" or "uh") and distracting mannerisms (such as jiggling coins in a pocket or touching hair) minimally.	At times, the student uses vocalized pauses and/or distracting mannerisms; however, it does not significantly distract the audience from the presentation.	The student uses vocalized pauses and/or distracting mannerisms so often that the audience loses focus.