

University High School English Department

Course title: ORAL COMMUNICATION

1 semester course: 1/2 English credit
Prerequisite: Successful completion of Freshman English
Grades: 10 ** Course required for graduation

Content	Skills	Benchmarks
<p>Introduction to Communication</p> <ul style="list-style-type: none">• The Process of Communication<ul style="list-style-type: none">--Models<ul style="list-style-type: none">Shannon and WeaverSchrammMillerBerlo--Source<ul style="list-style-type: none">The Individual as the Source of of CommunicationEthos/Source CredibilityVocalization<ul style="list-style-type: none">BreathingPhonationResonationArticulation--Verbal Communication<ul style="list-style-type: none">The SystemSymbolic<ul style="list-style-type: none">ConventionalLearnedChangesStrategiesTypesJargonSlang	<p>Speaking</p> <ul style="list-style-type: none">• Public Speeches<ul style="list-style-type: none">--Informative--Persuasive• Small Group Presentations• Student Congress Participation• Whole and Small Group Discussion <p>Listening</p> <ul style="list-style-type: none">• For Notes• For Directions• For Evaluation• Solutions for Listening Problems <p>Reading</p> <ul style="list-style-type: none">• Research Materials<ul style="list-style-type: none">--print--online• Texts• Assigned Essays<ul style="list-style-type: none">• Directions<ul style="list-style-type: none">--for information--for evaluation--analysis	<p>Speak and Listen More Effectively, As Evidenced by their Ability to:</p> <ul style="list-style-type: none">• Read aloud more effectively and dramatically• Analyze a given communication in terms of its sender, receiver, message, feedback, channel and interference• Identify characteristics of effective speaking and listening and incorporate them into their own oral communication practices• Plan and deliver individual and group presentations for audiences consisting of their peers and other members of the laboratory school, university and local communities• Identify the various roles, norms and problem-solving strategies which emerge in work groups of which they are members and analyze them in terms of their effectiveness• Plan and conduct effective interviews

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<p>Obscenities Cultural Terms Regional Terms Semantics Overview of General Semantics Connotation Denotation</p> <p>--Perception Bases Field of Experience Physical Differences Current Situation Effect on Communication</p> <p>--Listening Listening compared to Hearing Listening Problems Solutions</p> <p>Public Speaking</p> <ul style="list-style-type: none"> • Invention: Choosing a Topic <ul style="list-style-type: none"> --Own Interests --Audience's Interests -- Occasion • Purpose <ul style="list-style-type: none"> --General <ul style="list-style-type: none"> Inform Persuade Entertain --Specific --Developing Thesis • Gathering Information <ul style="list-style-type: none"> -- Self --Others --Library 	<p>Writing</p> <ul style="list-style-type: none"> • Organizational Patterns • Outlining • Essay Exam Writing • MLA Documentation • Journal Writing • Summary/Precis <p>Critical Thinking</p> <ul style="list-style-type: none"> • Levels of question • SOAPS Analysis • LIDDS Analysis • Evaluation of Research Findings 	<p>Read with Greater Understanding and Appreciation, as Evidenced by their Ability to:</p> <ul style="list-style-type: none"> • Routinely identify unfamiliar words in their reading and use a variety of methods for discovering their meanings. <p>Write More Effectively, as Evidenced by their Ability to:</p> <ul style="list-style-type: none"> • Identify the topic, audience, purpose forum and genre of written works, including their own. • Begin to analyze sample texts in order to determine their conventional characteristics, with the intent of incorporating those conventions into their own writing. <p>Conduct Age Appropriate Research, as Evidenced by Their Ability To:</p> <ul style="list-style-type: none"> • Construct appropriate research questions. • Identify potential sources of information. • Conduct primary research through the use of interviews and surveys. • Use both traditional and technological tools to conduct secondary research at both the U-High and Illinois State University libraries. • Evaluate research findings in order to determine their usefulness.
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<ul style="list-style-type: none">• Developing the Speech<ul style="list-style-type: none">--Organizing the Body<ul style="list-style-type: none">Determining Main PointsOrganizational Patterns-- Introduction--Conclusion--Outlining• Delivery<ul style="list-style-type: none">--Methods--Nonverbal skills-- Vocal skills-- Verbal skills• Speaking to Inform• Speaking to Persuade<ul style="list-style-type: none">--Persuasion Techniques--Adapting to Audience-- Motivated Sequence <p>Small Group Communication</p> <ul style="list-style-type: none">• Basic Definitions• Introductory Concepts<ul style="list-style-type: none">--Purposes--Types of Groups--Advantages/Disadvantages		<ul style="list-style-type: none">• Produce oral/and or written reports of their research findings.• Use MLA format and documentation style when appropriate.• Avoid plagiarism.
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<ul style="list-style-type: none">• Small Group Factors<ul style="list-style-type: none">-- Socio-Emotional & Task Dimensions--Productivity-- Cohesion--Morale--Relationship between Factors--Primary Tension--Secondary Tension<ul style="list-style-type: none">--Norming--Synergy• Agenda Systems• Role Emergence Theory• Leadership in Small Group<ul style="list-style-type: none">--Definition--Leadership Functions--Leadership Styles--Characteristics of Effective Leadership--Assumptions about Leadership <p>Student Congress</p> <ul style="list-style-type: none">• Topics/Legislation• Library Research• Parliamentary Procedure• Student Congress Rules <p>Oral Interpretation</p>		
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