This paper describes how results of the Golden West College Speech Department’s program review led to the alignment of performance-based communication prerequisite and outcome expectations for: student placement recommendation; consistency of course curriculum and sequencing; measures of content-based competencies; and measures of performance-based criteria. Oral communication lab experiences can be coordinated, supervised, and monitored for pre-mainstream speech courses instilling functional communication skills for non-native speakers. Also, the report shows what the alignment of prerequisite and outcomes expectations can do to coordinate interrelated mainstream classroom communication skills through the development of course specific skills demonstration assessment forms used by peer assessors in the Speech Communication Center to assess skills in interpersonal communication, public speaking, and principles of communication. Finally, the paper points out that using performance-based criteria guarantees bias-free "goodness of fit" assessment measures. Golden West College has discovered that assessors can avoid cultural bias by using the concept of "goodness of fit" to the context as the criteria to measure the appropriateness of the speaker's verbal and nonverbal behaviors in the coordinated/integrated oral communication lab settings. Contains 23 references. (RS)
How Golden West College Is Addressing Pedagogical, Assessment, And Accountability Concerns Through Integrated Spoken Communication Labs


by

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VC Speech Dept. Pedagogical, Assessment, and Accountability Concerns As Related to Speech Labs
How Golden West College is Addressing Pedagogical, Assessment, and Accountability Concerns through Dialogic and Integrative Strategies

This presentation will describe how results of the Golden West College Speech Department's program review led to the alignment of performance-based communication prerequisite and outcome expectations for: (1) student placement recommendation, (2) consistency of course curriculum and sequencing, (3) measures of content-based competencies, (4) measures of performance-based criteria in order to more effectively and efficiently assess multicultural students' communication competency skills.

The Golden West College Speech Department's goal is to provide speech students with "real" "genuine" and "authentic" feedback through speech interaction demonstrations and assessments in "speaker friendly" communication settings. This goal was derived from the Department's philosophy that the importance and centrality of communication to the students in our specific community is, "the skill of facilitating a coming together of shared meaning within culturally diverse contexts." Thus, our objectives will be described as (1) to coordinate the English and ESL Department's matrixes of prerequisite and outcome expectations with the Speech Department's matrix of prerequisite and outcome expectations, (2) to develop and teach competency-based curriculum (3) to establish course consistency in cohesiveness of content and sequencing of levels of proficiency and (4) to form more perfect articulation links from K-12 to College and from College to University and/or Work through the identification of criterion referenced speaking, listening and media literacy standards.

In terms of services that the Golden West College Speech Communication Center offers, this report will show how oral communication lab experiences can be coordinated, supervised, and monitored for pre-mainstream speech courses instilling functional communication skills for non-native speakers. Oral lab interactions with volunteers and tutors evaluating non-native speaker's cross-cultural context-based pronunciation, and spoken vocational communication skills, will be described. Listening and media literacy feedback interaction in the Language Lab will be described as well as the use of mainstream speech students' peer assessment of speaking and listening skill demonstrations in the Intercultural Center, Speech Center, and Learning Assistance/Tutoring Center for both mainstream speakers and non-native speakers of English.

Also, this report will show what the alignment of prerequisite and outcomes expectations can do to coordinate interrelated mainstream classroom communication skills through the development of course specific skills demonstration assessment forms used by peer assessors in the Speech Communication Center to assess skills in (1) interpersonal communication, (2) public speaking and 3) principles of communication.

Finally, this paper will point out that using performance-based criteria guarantees bias free "goodness of fit" assessment measures. The springboard to motivation to maintain inter-rater reliability and content validity in assessment of oral communication instruments and speaker's responses, is the concept of "goodness of fit." At Golden West College we have discovered that assessors can avoid cultural bias by using the concept of "goodness of fit" to the context as the criteria to measure the appropriateness of the speaker's verbal and nonverbal behaviors in our coordinated/integrated oral communication lab settings.
Skill #2: Clarifying Perceptions

Name ___________________ Instructor ___________________ Class (Hr/Day) ____

Purpose: To demonstrate the ability to check perceptions by:

1. Describing observed behavior.
2. Describing probable assumptions about the observed behavior to demonstrate flexible thinking.
3. Making an open-ended request for feedback.
4. Using owned language.

Mastery:

1. I begin by identifying the topic I want to discuss with my partner.
2. I describe an instance of my partner's behavior (something my partner has said or done).
3. I state 2 different probable assumptions I am making about my partner's behavior.
4. I make an objective and open-ended request for feedback about the accuracy of my observations and assumptions.
5. I close the conversation by restating my partner's response to clarify my understanding, and I express support or appreciation.
6. I consistently use owned language.

Satisfactory:

1. I begin by identifying the topic I want to discuss with my partner.
2. I describe an instance of my partner's behavior.
3. I state 1 probable assumption I am making about my partner's behavior.
4. I make an objective and open-ended request for feedback about the accuracy of my observations and assumptions.
5. I close the conversation by restating my partner's response to clarify my understanding.
6. I used owned language no more than 1 time.

Needs To Be Repeated:

1. I do not begin by identifying the topic I want to discuss with my partner.
2. I do not report an example of my partner's behavior.
3. I do not state an assumption I am making about this behavior.
4. I do not request feedback from my partner or I use a closed or leading question to request feedback.
5. I do not close the conversation by summarizing or do not express support or appreciation.
6. I use disowned language 2 or more times.

Comments:

___Mastery
___Satisfactory
___Repeat

STAFF SIGNATURE ___________________
Purpose: To demonstrate the ability to clarify perceptions about another's behavior. During this skill demonstration you successfully:

1. **YES** NO Consistently Used **Owned Language** during skill Demonstration - (I, My, Me).

2. **YES** NO Initiated conversation by greeting partner.

3. **YES** NO Identified time/place of event to clarify with partner.

4. **YES** NO Described **two or more** of partner's behaviors (what was seen or heard) related to this event.

5. **YES** NO Described **two or more** possible assumptions about partner's behavior.

6. **YES** NO Requested feedback about the accuracy of observations and interpretations.

7. **YES** NO Restated partner's response to clarify understanding of this event.

8. **YES** NO Closed the conversation by using one of the following:
   - expressed appreciation and/or support
   - summarized
   - established future contact
   - provided a reason

9. **YES** NO Speaking during this skill demonstration was easy to understand.

10. **YES** NO Avoided **Nonverbal Behaviors** that contradict, distract, and/or disrupt the conversation

Comment:

___ Mastery - Yes on All items
___ Satisfactory - Yes on items 2-7
___ Needs to be repeated - No on item 2, 3, 4, 5, 6 or 7

STAFF SIGNATURE
QUALITATIVE DATA

1. Provide evidence that faculty and administrators in discipline work cooperatively toward mutually identified goals.

Full time and adjunct speech faculty provided input in order to identify program strengths and weaknesses and to make recommendations on what to maintain and what to change, by interfacing with the Department Chair and the Language Arts Division Dean to consolidate and prioritize goals.

2. Provide evidence that the discipline is responsive to changing conditions within the field.

Department members attended the California Speech Communication Association's Conference on Articulation and Standards, as well as reviewing updates on the NCA Task Force for Speaking, Listening, and Media Literacy Standards progress and how standards effect the GWC competency-based speech communication program.

3. Provide evidence that the discipline is responsive to changing enrollment patterns.

In order to provide basic skills courses for students planning to transfer to four year institutions and to meet the needs of students whose majors require public presentations, we have increased the amount of sections we offer in (1) principles of communication (2) public speaking and (3) argumentation. In addition, we have increased the amount of courses and sections we offer in functional spoken communication for our growing numbers of non-native speakers of English to bridge them into our fundamental and basic skills speech classes which require increased levels of speaking and listening skills proficiency. Furthermore, we have developed vocationally related courses to serve the needs of those entering the work force.
4. If this program were to be reduced or eliminated, please provide evidence that other programs in the college would be seriously affected.

Sp Com 100, Sp Com 110, Sp Com 175, and Sp Com 205 are required general education courses to be completed to earn an A.A. degree, to transfer to CSU and UC systems, and as part of many majors requiring oral communication skills in dealing with the public. Furthermore, using effective speaking, listening and media literacy skills increases the quality of classroom student/teacher interactions and enables interactants to adapt authentic answers to authentic questions which contributes to growth in student degrees of course work abilities.

5. Provide evidence that discipline faculty and administrators are actively involved in professional enrichment, advancement, and growth. How is this directly benefitting the program?

Our Department Chair participates in campus decision making that affects department policies and practices as he serves on the Academic Senate, The Budget Planning Committee, and as a member of the California Community College Consortium. One of our faculty members is active in the development of intercultural communication curriculum through her participation in the International Communication Association and the Intercultural Interests Areas of the National Speech Communication Association and was recently honored by the Western States Communication Association as the Outstanding Community College Teacher of the Year. Our third full time member of the Speech Dept., has designed curriculum for and taught ground breaking courses in functional spoken communication for our specific non-native speakers of English student population. She is a member of the Speech Communication Association’s Committee on Assessment and Testing interest group and has developed, administered and validated two authentic
oral response assessment instruments endorsed by the National Speech Communication Association. The progress reports to each other and to our Dean contribute toward a goal of coordinating assessment, counseling, and entry level proficiencies with learning assistance/tutoring/speech center services in a format preserving the speech program's integrity.

6. Provide evidence of community support, involvement, and need for the program.

The Intercultural Center facilitates spoken interactions between Pronunciation Skills; Speaking and Listening Skills; Intercultural Communication; Communication Leadership students and Community Volunteers. These lab assignments give students realistic practice in speaking and listening to genuine feedback utilizing performance-based assessment forms the Speech Department has prepared. These methods have also been used in curriculum designed for (1) VESL Programs (2) Project AERO (3) The Nursing Program and more recently (3) An Intercultural Communication Unit in the Broadcasting Program. In general, grant writers need to include oral communication skills components in all of their proposals because the current job market demands it.

7. Provide evidence of how the program promotes success for non-traditional students.

The competency-based program provides speech students an opportunity to select speaking, listening, & media literacy courses at clearly identified degrees of ability and levels of proficiency by sequencing and articulating courses so that entry level communication apprehensive, racially, ethnically, linguistically or lifestyle diverse students can realistically decide which speech course will best serve their lifestyle and learning needs and where they can go to get additional help from coordinated speech lab/support services on campus.
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<thead>
<tr>
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<th>COURSE # AFTER</th>
<th>Complete Concurrent</th>
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<td>ESL 003</td>
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<td>Sp Com 027:</td>
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<td>Sp Com 027:</td>
<td>Fundamental Com Skills</td>
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<td>SP Com 070</td>
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<td>Sp Com 025:</td>
<td>Speaking ESL 003</td>
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<td>Sp Com 100 English 100</td>
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ESL 003, 004, 005 are \( \text{ESL Intro Core Courses} \)
including Oral Com of grammatical concepts

ESL 033, 043, 053 are ESL Speaking/Listening and Study Skills focusing on Oral Proficiency of spoken grammar

Take ESL 063 or 073
Listening/Speaking & Study Skills
NOTE: Instructors will not record assessments in their grade books unless the student’s name is printed, in ink, on each lab sheet.
Purpose: To demonstrate the ability to describe a conflict situation assertively. During this skill demonstration you successfully:

1. YES NO Consistently Used Owned Language during skill Demonstration- ( I, My, Me).
2. YES NO Initiated the conversation by referring to the topic.
3. YES NO Described your partner's behavior(s) which have prompted your concern.
4. YES NO Described your interpretation of your partner's behavior(s).
5. YES NO Indicated the consequences or result of those behaviors on you and/or your relationship.
6. YES NO Requested the specific behavioral change you want to occur in the future.
7. YES NO Described benefit(s) change may have on you, your partner or your relationship.
8. YES NO Made an Open Ended request for partner to respond.
9. YES NO Closed Conversation by:
   expressing appreciation and support
   establishing future contact
10. YES NO Speaking during this skill demonstration was easy to understand.
11. YES NO Used Nonverbal Behaviors that compliment and/or accent the conversation

Comment: ____________________________________________________________

_Mastery - Yes on all items_  _Satisfactory - Yes on items 1-8_  _Needs to be Repeated - No on item 1, 2, 3, 4, 5, 6, 7, 8._
COMMUNICATION PRINCIPLES

SPEECH COMMUNICATION 108

SKILL COMPETENCY DEMONSTRATION PACKET

Interfacing through Communication Skills
Speech Communication Center
895-8303

NOTE: Instructors will not record assessments in their grade books unless the student's name is printed, in ink, on each lab sheet.
Purpose: To demonstrate the ability to clearly describe, support and compare your opinion with another person in an objective manner.

1. YES NO Consistently Used Owned Language during skill Demonstration- (I, My, Me).

2. YES NO Initiated conversation by using one of the following strategies:
   - small talk
   - greeting
   - compliment

3. YES NO Continued the conversation by introducing a topic for discussion.

4. YES NO Clearly stated your opinion on this topic, without using judgmental labels.

5. YES NO Provided two or more different and specific reasons in support of this opinion.
   - Personal experience
   - belief
   - fact
   - value
   - preference
   - expectation

6. YES NO Described what you currently do or will do because of your opinion.

7. YES NO Asked their partner to describe his/her opinion on this topic.

8. YES NO Summarized the discussion by identifying differences and/or similarities of opinions.

9. YES NO Closed the conversation by
   - expressing appreciation and/ or support
   - establishing future contact
   - providing a reason

10. YES NO Speaking during this skill demonstration was easy to understand.

11. YES NO Spoke at an appropriate volume.

Comment:

__Mastery- Yes on All items__

__Satisfactory- Yes on items 1- 8__

__Needs to Repeat - No on item 1, 2, 3, 4, 5, 6, 7 or 8__

STAFF SIGNATURE
Sp Com 110: Outlining & Practicing a Speech to Motivate to Action

Speech Lab Interaction Procedure

(a) Speaker: Use the following outline to write in your key ideas, phrases and words.

(b) Listener: Look at the following Speech Outline as the speaker shares his/her data with you.
   Circle, underline, or write in any missing data you think the speaker left out.

(c) Speaker: After describing your speech strategies, the listener will give you feedback.
   Explain how you will improve your presentation for the day you are scheduled to speak.

Introduction

1. Attention will arouse interest
   
2. Relevance to listeners will create dissonance
   
3. Credibility: will share speaker’s belief, value or attitude and intention
   
4. Proposition: will specifically state who should do what
   
5. Preview: will provide motivational guide to logic of speech

Body

I. First Main Point identifying the problem and harm of a condition
   
   A. Factual claim of the problem condition is
      
      1. Facts will compare numbers, percentages, occurrences
      
      2. Second order opinion to explain cause of facts will be
      
      3. First order evaluative opinion of the cause of the facts will be
      
      4. Warrant linking facts and opinions to audience & speaker’s value
   
   B. Evaluative claim of harmful consequence is
      
      1. Definition of terms in the harm are
      
      2. Illustration of harm & empathy is
      
      3. Warrant linking illustration and definitions to audience & speaker’s value

   Transition motivational language from problem to solution

II. Second Main Point identifying speaker’s concept for solving the problem
   
   A. Coined term for alternative plan is
      
      1. Summary of how alternative plan works is
      
      2. Disadvantage of alternative plan is
B. Claim advocating speaker’s plan assertively stated

1. How to start the process of solving the problem
2. Behaviors to get involved in the process
3. How to maintain the solution

Transition motivational language from solution to visualization is

III. Third Main Point adapting to audience cost/reward expectations

A. Claim of harm in ignoring speaker’s solution assertively stated

1. First order testimony to illustrate cost or disadvantage
2. Empathy in reporting consequence of cost or disadvantage

B. Claim of benefit in following speaker’s solution assertively stated

1. First order testimony to illustrate reward or advantage
2. Empathy in reporting results of reward or advantage

Conclusion

1. Summary of problem, solution, benefit included
2. Proposition restated
3. Initial steps to start the plan of action described
4. Wrap up reduced audience & speaker’s cognitive dissonance

Listener: Circle the rating number that best indicates how competently the speaker communicated his/her ideas for this persuasive speech to motivate to action.

1. Visual aids were discussed and will make a persuasive impact
2. Motivational language, transitions, and arrangement were discussed
3. Speaker used eye contact to adapt to listener’s feedback
4. Speaker pronounced, articulated and emphasized persuasive meanings clearly
5. Speaker cited sources of facts, explanations, opinions and own value

Points Earned: 25/21  20/16  15/11  10/6  5/0

Listener’s Signature

Speaker

Date: p.16

Lab Staff Signature
Sp 110, Public Speaking

**Evaluation of a Persuasive Speech to Motivate To Action**

**Introduction**

<table>
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<tr>
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<td>1. Attention aroused interest</td>
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<td>2. Relevance to listeners created dissonance</td>
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<td>3. Credibility: shared speaker's belief, value or attitude and intention</td>
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<td>4. Proposition: specifically stated who should do what</td>
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<td>5. Preview: provided motivational guide to logic of speech</td>
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**Body**

I. First Main Point identified the problem and harm of a condition

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<th>4</th>
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<td>1. Factual claim of the problem stated</td>
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<td>2. Used second order opinion to explain cause of facts</td>
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<td>3. Used first order evaluative opinion of the cause of the facts</td>
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<td>4. Warrant linked facts and opinions to audience &amp; speaker's value</td>
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II. Second Main Point identified speaker's concept for solving the problem

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<tr>
<td>1. Coined term for alternative plan provided</td>
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<td>2. Disadvantage of alternative plan identified</td>
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**Transition** motivational language from problem to solution used

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<tr>
<td>1. Definition of terms in the harm provided</td>
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<td>2. Illustration of harm provided empathy</td>
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<tr>
<td>3. Warrant linked illustration and definitions to audience &amp; speaker's value</td>
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p. 17
B. Claim advocating speaker's plan assertively stated

1. Informed how to start the process of solving the problem
2. Described behaviors to get involved in the process
3. Described how to maintain the solution

Transition motivational language from solution to visualization used

III. Third Main Point adapted to audience cost/reward expectations

A. Claim of harm in ignoring speaker's solution assertively stated

1. Used first order testimony to illustrate cost or disadvantage
2. Used empathy in reporting consequence of cost or disadvantage

B. Claim of benefit in following speaker's solution assertively stated

1. Used first order testimony to illustrate reward or advantage
2. Used empathy in reporting results of reward or advantage

Conclusion

1. Summary of problem, solution, benefit included
2. Proposition restated
3. Initial steps to start the plan of action described
4. Wrap up reduced audience & speaker's cognitive dissonance

Delivery

1. Visual aids made persuasive impact
2. Eyes and kinesics used to include and reinforce audience needs
3. Paralinguistics used to emphasize and clarify speaker's intentions
4. Language spoken clearly and used pathos to adapt to audience needs
5. Use of time: start, end, total

Outline + References + Speech = Total / 235 = % = Grade

5  4  3  2  1

p. 18
Speech Communication 027
Advanced Pronunciation
Skills Demonstration Portfolio

Student: ____________________________  I.D. ____________________________

Vocational Interest: ____________________________________________________

Class Meets: MW 4:30-6:00 p.m.  In: Technology Bldg. Room 116

Norma Landa Flores, Instructor
Fall 1997
Skill #6: Outlining & Practicing a Speech To Describe a Job-Related Object

Step 1.

(a) Student: Look at pages 11 and 12 of this Lab Skills Portfolio. Notice that there are three main ideas to talk about in your speech to (i) describe what the object looks like (ii) how two special features work and (iii) how to maintain the object. Look around your place of business, job-related classroom or in a vocational textbook to find a job-related object you can show your classmates as you follow the three main points listed above to describe the object to them. Next, write words or phrase to provide the information in the blank spaces on your speech outline. After you prepare what you want to say in the body of the speech, plan what you will say in the Introduction and the Conclusion of the speech.

(b) Listener: Look at the student's outlined information on pages 11 and 12 of this Lab Skills Portfolio. The student will practice speaking, in a conversational manner, (not reading all of it) what has been outlined. As you listen to the student, write the confusing word you hear in the space on the line provided for you below. After the student has finished practicing the speech, share your listening observations with the student and pronounce the words so that the student can practice pronouncing and be prepared for the speech presentation in class.

(c) Student: Look at your speech outline, just enough to remember what you want to say. Then speak as though you were having a friendly conversation with the listener. When you are finished speaking, the listener will give you some feedback about your pronunciation and role model the appropriate way to say your words. Don't forget to ask, "What did you hear me say?"

Step II.

(a) Listener: As you listen, write in any words you think the speaker mispronounced.

Introduction (write in mispronounced words) Pronunciation (write in)

1. Hold up a picture or an actual job-related object, tool, product or some equipment and ask us to notice something about it.

2. Tell us how we can save our life, health, money, time, energy or help prevent accidents or problems by knowing about this object.

3. Tell us what kind of work this object is used in and the name of the place of business where you have use (will use) this object.

4. Preview Main Ideas: "The purpose of my message is to describe what this__________ (name of object) looks like, how some special features of this__________function and how to maintain it.

Body of the Speech:

1. First I'll tell you how you can recognize the object.

   A. This is what it looks like on the outside (or/top, leftside)

   1. (shape, color, composition)

   2. (logos, labels, size, weight)
B. On the inside (or/bottom, rightside) this is what you'll notice.
   1. (shape, color, composition, smell, sound)
   2. (logos, labels, size, taste, feel)

II. Next I'll explain how some special features of this object function.
   A. The________(name of the feature) on the outside (or/top, leftside) works this way.
      1. (first you do this)
      2. (second, you do this)
      3. (third, you do this)
   B. Another feature is called the____________(name). It's on the inside (or/bottom, rightside) and works this way:
      1. (first, you do this)
      2. (second, you do this)
      3. (third, you do this)

III. Now that you know how to recognize the________(name of object) and how to use the special functions, I'll tell you how to maintain it.
   A. Before you need to use this________ (name of object)
      1. (getting one)
      2. (storing it until ready to use)
   B. Safety & Efficiency Tips When Using It
      1. (Safety)
      2. (Efficiency)
   C. After using this________(name of object)
      1. (how to shut down, dis-assemble, re-pack)
      2. (how to clean)
      3. (how to put away safely & conveniently)

Conclusion:
1. Summary: (Key ideas of 3 main points)
2. Common Ground: Relate back to what we noticed about the picture or object you showed us in the introduction.

(Step II continued next page)
(b) Student: Ask the Listener, “What did you hear me say?”

(c) Listener: Point to the area in the speech outline where you heard a confusing word pronounced. Say “I heard you say_________ in this place,” and ask an open question related to the word (What does the writing say on the label?) (How do you open the battery storage space?) (Why do you have to wait two minutes for it to shut down?) Then, help the student select an alternate word or phrase to say (without changing the student’s purpose or idea) and pronounce it out loud so that the student will follow your “pronunciation role modeling.”

Step III.

(a) Listener: Circle the rating number that best indicates how competently the student communicated and pronounced his/her ideas in this speech practice session. The rating scale is: Effective=5  Proficient=4  Functional=3  At-Risk=2  Limited=1

1. Eye Contact: student looked up at me as he/she shared information __________ 1 2 3 4 5
2. Enunciation: student spoke loudly and clearly enough to be heard________1 2 3 4 5
3. Articulation: student explicitly pronounced word endings___________ 1 2 3 4 5
4. Emphasis: student verbally stressed purpose & meaning of words__________ 1 2 3 4 5
5. Organization: information & details were arranged in logical sequence_______ 1 2 3 4 5

Total points circled=______

(b) Listener: Put an X next to the total points of functional/vocational pronunciation behaviors the student demonstrated this session:

___Effective=25/21  ___Proficient=20/16  ___Functional=15/11  ___At-Risk=10/6  ___Limited=5/0

Listener’s Signature_________________________  Student:_________________________
SPEECH COMMUNICATION 025

SPEAKING AND LISTENING SKILLS

VOLUNTEER PRACTICE SESSION

and

SKILL DEMONSTRATION FORMS

INTERCULTURAL CENTER • 895-8906
SPEECH COMMUNICATION CENTER • 895-8303

SPRING 1997
PROCESS SPEECH SKILL
 Volunteer Practice Session

NAME: ________________________________

Make an appointment in the Intercultural Center (Library, Room 116) during the week before the due date. Bring a partner to the study session.

TAKE THIS FORM AND EXERCISE 4.3 WITH YOU TO THE APPOINTMENT.

At the appointment, you will:

1. State the process you want to explain to the class.

2. Explain your specific purpose. (For example, "I want my listeners to be able to...")

3. Give your preview statement. (This is the 3 to 5 steps of the process you want to describe to the class.)

4. Ask your partner for suggestions about how to show the class the process so each classmate can use the process.

FOR VOLUNTEER USE:

This student has completed ___1___2___3___4 of the above material during our practice session.

I suggest the student work on:

Volunteer’s Signature: ________________________________
Golden West College

Speech Communication 020
Intermediate Pronunciation
Skills Demonstration Portfolio

Student: ______________ I.D. __________ Class Days/Hours: _____

Norma Landa Flores, Instructor

Fall 1997
Skill #3: Outlining & Practicing A Speech of Self-Introduction

Step I.

(a) Student: Look at pages 61 and 62 in your textbook. Notice that there are two main ideas to talk about in your speech to introduce yourself to your classmates. Read Part I & II and write a word or short phrase in the empty lines. The words or short phrases should be in Standard American English and should relate to the outlined area of information.

(b) Listener: Look at the student's outlined information on pages 61-62 in the textbook. The student will practice speaking, in a conversational manner (not reading all of it) what has been outlined. As you listen to the student, write the confusing word you hear in the space on the outline provided for you below. After the student has finished practicing the speech share your listening observations with the student and pronounce the words so that the student can practice pronouncing and be prepared for the speech presentation in class.

(c) Student: Look at your speech outline, just enough to remember what you want to say. Then, speak as though you were having a friendly conversation with the Listener. When you are finished speaking, the Listener will give you some feedback about your pronunciation and role model the appropriate way to say your words. Don't forget to ask, "What did you hear me say?"

Step II.

(a) Listener: As you listen, write in any words you think the speaker mispronounced.

Body (write in mispronounced words)  Pronunciation (write phrases)

I. This is some information about my background.

   A. This is who I am.

      1. My name is_________. It means____________.

      2. The city I was born in is _______________

      3. The first language I learned to speak is__________

      4. The amount of time I have been speaking English is

         (months, years....)__________________________

   B. This is what I'm interested in.

      1. I'm studying pronunciation because I want to major

         in______________________________

      2. I'm working/have worked as a___________

      3. I would like to work as a_____________

      4. My leisure interests are_________________

(Outlined continued next page)
II. These are my personal values.

A. If the place I live in were burning and I could only save three things, not people, I would save:

1. ______________________ because__________________________

2. ______________________ because__________________________

3. ______________________ because__________________________

B. If I won nine million dollars on the “California Lotto Show,” this is what I would do with the money:

1. ______________________ because__________________________

2. ______________________ because__________________________

3. ______________________ because__________________________

(b) Student: Ask the Listener, “What did you hear me say?”

(c) Listener: Point to the area in the speech outline where you heard a confusing word pronounced, Say, “I heard you say ______________________ in this place,” and ask an open question related to the word (What did you mean? Why did you want to say that? Where is that place? When did you do that? Who will you help? How will you do that?) Then, help the student select an alternate word or phrase to say (without changing the student’s purpose or idea) and pronounce it out loud so that the student will follow your “pronunciation role modeling.”

Step III.

(a) Listener: circle the rating number that best indicates how competently the student communicated and pronounced his/her ideas in this speech practice session. The rating scale is: Effective=5 Proficient=4 Functional=3 At-Risk=2 Limited=1

1. Eye contact, the student looked up at me as he/she shared information_______1 2 3 4 5

2. Enunciation, the student spoke loudly and clearly enough to be heard_______1 2 3 4 5

3. Articulation, the student explicitly pronounced word endings___________1 2 3 4 5

4. Emphasis, the student verbally stressed purpose & meanings of words_______1 2 3 4 5

5. Organization, information & details were arranged in logical sequence_______1 2 3 4 5

 total points circled=__________

(b) Listener: put an X next to the total points of functional/practical pronunciation behaviors the student demonstrated this session:

___Effective=25/21 ___Proficient=20/16 ___Functional=15/11 ___At-Risk=10/6 ___Limited=5/0

Listener’s Signature:_________________________ Student:_________________________
SP 020: Assessment of Oral Communication & Pronunciation Competency

Competency

Question Number 1:

Q: What do you like the most about this country and why do you like that behavior or idea?

A: __________________________________________

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Rating: 1 2 3 4 5

Question Number 2:

Q: What is your favorite kind of work to do and why do you like that kind of work?

A: __________________________________________

Criteria

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Rating: 1 2 3 4 5

Question Number 3:

Q: Give me an example of someone who didn’t understand you when you spoke English. What did you say and what did they hear you say?

A: __________________________________________

Criteria

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Rating: 1 2 3 4 5

Diagnostic: Work on [ ] Contrasted to [ ] Date:_______ Assessor:__________

Rating: 5=Effective 4=Proficient 3=Functional 2=At-Risk 1=Restricted Total Score___/3=___

Sp Com Placement Recommendation: ___ Sp 020 ___ Sp 025 ___ Sp 027 ___ Sp 030 ___ Sp 090 ___ Sp 100 ___ Sp 108 ___ Sp 110 ___ Sp 112 ___ Sp 175 ___ Sp 200 ___ Sp 240

p.28
Preface

Teaching Oral Communication in Grades K-8
Ann L. Chaney and Tamara L. Burk
Allyn and Bacon, 1998

Teaching Oral Communication in Grades K-8 was inspired by our involvement in a project to develop a language arts curriculum for K through 8 high-ability learners. Directed by Dr. Joyce Van Tassel-Baska (Center for Gifted Education, The College of William and Mary) and funded by the U.S. Department of Education and the Javits Act Program (BOCES, Saratoga Springs, New York), participants collaborated to design content standards and curriculum guidelines for K through 8 high-ability learners with accompanying curriculum units integrating reading, writing, thinking, and oral language.

In the process of consulting with language arts teachers about contemporary issues in oral communication pedagogy, we learned that there are very few resources readily available to teachers that address oral communication competency in the K through 8 classroom. We were also struck by the lack of interdisciplinary scholarship on oral communication. Most of the literature we reviewed was either highly theoretical and directed toward an audience of speech communication professionals; or, at the other extreme, directed toward language arts practitioners, but subject to some significant theoretical misconceptions (noted below) about the nature of oral language and its interrelationship to other strands of the language arts. Several of the most useful and theoretically sound books were written more for an audience of undergraduate or secondary speech communication educators rather than for the K through 8 classroom teacher, education graduate student, or curriculum supervisor.

Three primary misconceptions occur frequently in oral language instruction. First, while there is much evidence to suggest that oral communication is a vital aspect of literacy and critical thinking development, a prominent misconception that oral communication is merely the ability to
Preface

talk has nonetheless persisted. The result has been a significant underemphasis on oral communication within the language arts. A second factor inhibiting the effectiveness of oral language instruction is the misconception that oral communication skills central to life management, work, and learning competence are acquired naturally as a child develops and thus need less emphasis following the achievement of basic literacy skills. A third, and corollary, misconception is that writing skills are highly transferable into oral communication skills, an assumption recently undermined by strong scholarly criticism.

In writing this book, it was our intention to address these three persistent misconceptions about oral communication and literacy and, thus, to help bridge the interdisciplinary gap between contemporary oral communication theory and its actual application in the K through 8 classroom. We have tried to explain fundamental concepts in contemporary oral communication instruction while suggesting practical strategies for implementing a competency-based approach to oral communication, both within the individual classroom and as part of a larger curriculum development effort. Toward this end, the first four chapters of the book constitute a theoretical foundation for practical strategies suggested in later chapters.

Chapter 1 presents a view of oral communication-as-process and suggests that it is appropriate to place a stronger emphasis on oral language competency within the integrated language arts classroom. Chapter 2 addresses the creation of a communication-friendly climate in the classroom and discusses the impact of climate on communication competency, self-concept, and communication apprehension. Gender and cultural sensitivity are discussed here as well. Chapter 3 presents a theoretical scope and sequence for a variety of oral communication contexts, including formal informative and persuasive public speaking, debate, conversation, small-group discussion, dramatic performance, and media literacy. Chapter 4 is devoted exclusively to active listening. It reviews the four primary functions of listening and how they interrelate to four primary speaking functions.

The second part of this book is more practical in its discussion of teaching and assessment strategies. Chapter 5 tackles the practical assessment issues facing teachers who would like to include a greater emphasis on oral communication in their classroom, including a discussion of authentic performance assessment, assessment methods, and tips on informal classroom evaluation. Chapter 6 suggests practical ways in which teachers can make the most of basal and traditional language arts texts in teaching oral communication as process. Chapters 7 through 9 contain exercises for three levels (K–2, 3–5, and 6–8) for use with integrated language arts programs.
Teaching Oral Communication in Grades K-8
Ann L. Chaney and Tamara L. Burk
Allyn and Bacon, 1998

One of the most effective uses of videotaping is to turn the tendency to be self-critical on its head by asking the student to identify pleasant characteristics that were surprises, for example, "You have a good delivery. Let's talk about it for a minute. What do you think your strengths are, after viewing this tape of your speech/discussion/negotiation?"

Video or Audiotape Portfolios
We recommend a system of creating and storing video or audio work products in conjunction with a speech folder containing written work products. Audiovisual work products include:

- an impromptu speech
- an interpersonal or conflict-management role-play exercise
- a small-group discussion
- a prepared speech
- practice sessions of the activities above as well as the final products

Written work products include:

- outlines of speeches
- notes or concept maps to demonstrate active listening
- essays about an oral communication experience
- teacher evaluations
- self- and peer evaluations

Another use of the videotape portfolio is to provide examples of a student's progress for parents. It may be important to explain to the parents what the student had learned prior to the assignment and what you were looking for in the assignment, so that they can place the activity they are viewing in its proper context.

Interviews and Constructed-Response Assessments
Exhibit 5.7 is an example of an assessment which uses the constructed-response method (Flores 1995). That is, the rater asks an open-ended question and then applies a uniform criteria to the listener's response, which is recorded as closely as possible on the evaluation.
CHAPTER 5

Exhibit 5.7  Assessment of Oral Communication and Pronunciation Competency

Rating:  5 = effective  4 = proficient  3 = functional  2 = at-risk  1 = restricted

QUESTION  CRITERIA

1. What do you like most about this country, and why do you like that feature?
   - Is Audible
   - Uses Standard Vowel and Consonant Sounds
   - Explicitly Articulates Word Endings
   - Conveys Meaning of Emphasized Syllables
   - Communicates Message Function and Intention

Answer:

2. What is your favorite game to play and why do you like that game?
   - Is Audible
   - Uses Standard Vowel and Consonant Sounds
   - Explicitly Articulates Word Endings
   - Conveys Meaning of Emphasized Syllables
   - Communicates Message Function and Intention

Answer:

3. Give me an example of someone who doesn’t understand you when you speak English. What happens when you try to speak with that person?
   - Is Audible
   - Uses Standard Vowel and Consonant Sounds
   - Explicitly Articulates Word Endings
   - Conveys Meaning of Emphasized Syllables
   - Communicates Message Function and Intention

Answer:

Total Score: _______ + 3 = _______

Diagnostic:  Contrasted to:  Date:

Assessment of Communication Competency and English Speaking Skills--Elementary School Oral Performance

Student's Name_________________ Teacher's Name_________________

Message Context: _____________________________________________

Directions: Watch the sample conversation on the TV monitor so that you can practice and take a turn presenting a "TV Conversation About an Unusual Problem Situation" with your teacher as a TV interviewer, and your classmates as the audience that will be listening so that they can interact with you after your conversation with the TV interviewer.

Part I.

Interviewer Question: Where were you and who was there when you noticed that an unusual problem situation was starting to happen?

Speaker Response: (May be rated on scale as student performs skill and/or response may be written in the space provided on the right of this form).

Part II.

Interviewer Question: What happened that caused a problem for you, and how did you say or do something to solve the problem so that everyone would be happy with how you took care of the unusual situation?

Speaker Response: (May be rated on scale as student performs skill and/or response may be written in the space provided on the right of this form).

Part III.

Interviewer: What part of the speaker's message needs to be clearer, audience? Who has a question for the speaker? (Teacher encourages audience to paraphrase, and ask an open question about the speaker's message).

Speaker Response: (May be rated on scale as student performs skill and/or response may be written in the space provided on the right of this form).

Part IV.

Interviewer: What lesson do you think you learned from your unusual problem situation and your interaction with the audience?

Speaker Response: (May be rated on scale as student performs skill and/or response may be written in the space provided on the right of this form).
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<tr>
<td>Paraphrases Other's Purpose</td>
<td>Previews Method of Responding</td>
<td>Gives Pertinent Oral Responses to Spoken &amp; Visual Messages</td>
<td>Encodes &amp; Speaks English Audibly</td>
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<tr>
<td>Highlights Other's Ideas</td>
<td>Uses Transitions to Start, Maintain &amp; End Interactions</td>
<td>Clarifies Attitude Corresponding with Other's Spoken &amp; Visual Messages</td>
<td>Avoids Gross Mispronunciation of Vowel &amp; Consonant Sounds</td>
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<tr>
<td>Discloses Own Information Responds to Questions</td>
<td>Describes Specific Cultural/Contextual Conditions Highlights Occurrences in Chronological Order</td>
<td>Provides Critical Evaluation of Own &amp; Other's Spoken &amp; Visual Messages</td>
<td>Uses Grammatical Continuity &amp; Explicitly Articulates</td>
</tr>
<tr>
<td>Focuses on Problem/Solution Reports Other's Perceptions</td>
<td>Highlights Relevant Examples &amp; Details Defines Relevant Cultural/Contextual Words &amp; Phrases Summarizes Reasoning Process</td>
<td>Explains Own Interpretation of Message Function &amp; Intention</td>
<td>Conveys Meaning of Emphasized Syllables</td>
</tr>
<tr>
<td>Expresses Own Opinion &amp; Feeling</td>
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<td>Explains Method of Using Other's Interpretation of Message Function &amp; Intention</td>
<td>Avoids Vague Words, Phrases, &amp; Abrupt Responses</td>
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<td>Avoids Distractive Verbal &amp; Nonverbal Behaviors</td>
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<td>Balances Use of Time for Relationship Maintenance Purposes</td>
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</table>

7 Criteria x 3 Competencies=21 points Total Points=26-____-/4=______Score
5 Criteria x 1 Competency= 5 Points Total Possible= 26 Points
Example: 26-12=14/4=3.5=Proficient

Rating Scale: 5=Effective 4=Proficient 3=Functional 2=At-Risk 1=Non English Speaker

ACCESS—Elementary School Oral Performance (c) by N. L. Flores, 1996 for the SCA

Examinee's responses may be written in the space below:
Multiculturalism and Intercultural Communication

According to Flores (1993), intercultural communicators collaborate to build meaning. Collaboration occurs when the source and the receiver give each other additional information or offer appropriate verbal and nonverbal feedback. The extra information helps the other person redefine, or reinterpret, the original message. Two important forms of feedback are (1) paraphrasing how the message has been interpreted, so that the speaker has an opportunity to redefine the message; and (2) providing follow-up information, if necessary, to indicate confusion or a lack of understanding.

In addition to valuing difference in culture, a communication-friendly classroom allows opportunity for cultural collaboration. Exhibit 2.1 provides a closer look at the cultural collaboration and redefinition process. You will notice that it uses elements of the SMCR model (source—message—channel—receiver) introduced in Chapter 1.

The Importance of a Communication-Friendly Classroom

Exhibit 2.1 Cultural Collaboration and Redefinition Process

Context. The appropriate words, grammar, examples, and actions that are expected because of the occasion, time, place, and relationship of the participants in the interaction. In intercultural communication situations, factors such as cultural norms and fields of experience may be key to determining context.

Source. The person or group that originates the message or speech. In intercultural communication, the source makes an initial effort to define a meaningful message by using four communication skills:

1. Thinking/feeling to determine the purpose of the communication
2. Selecting symbols to use in sending the message
3. Analyzing and adapting to the receiver
4. Sending the message

Message. The intended message is the set of verbal and nonverbal symbols used by the source to further the purpose of the communication. Often, however, the source may send unintentional messages that may impede understanding. This problem may occur frequently in intercultural communication, where symbol meanings, cultural norms, and field of experience are likely to differ greatly. Other communication barriers arising from various forms of interference (described below) can also obscure the meaning of an intended message.

When a source recognizes that the receiver has not understood the intended message, he or she must redefine, or clarify, the message using the following three communication skills:

1. Use ideas and beliefs that are likely to mean something to the receiver.
2. Use an arrangement of examples, reasons, grammar, pronunciation, and non-verbal behavior that will be perceived as logical by the receiver.
3. Adjust the message as necessary by alternating symbols for ideas and feelings.

Channel. The different ways a verbal or nonverbal message can be sent to the receiver. By sight (nonverbal) and by sound (verbal).
Exhibit 2.1 Continued

Receiver. The person(s) for whom the message is intended. The receiver collaborates with the source to build and share meaning by:

1. Physically sensing the message (hearing and/or seeing).
2. Interpreting—making sense of the message.
3. Evaluating the message to determine a response. Based on the interpretation of the message, the receiver formulates a purpose in responding to the message.
4. Responding to the message.

In defining a response to a message, the receiver employs the same communication skills that are used by the source in defining the original message:

- using thoughts and feelings to determine the purpose of the communication
- selecting symbols to use in the message
- adapting the symbols so that they are meaningful to the other person, and then
- actually delivering the message.

If the source does not accept the response as leading to an understanding, the receiver must reinterpret the original message and redefine the response to that message. In doing so, the receiver uses the following skills:

- anticipating the ideas and beliefs that will be meaningful to the other person;
- using a logical arrangement of examples, reasons, grammar, pronunciation, and nonverbal behavior; and
- alternating symbols for ideas and feelings, as necessary, to build a shared understanding.

Interference. Barriers to interpretation of the intended message. There are three primary types of interference:

1. external interference—physical stimuli that draw the receiver's attention away from the message;
2. internal interference—psychological stimuli that distract the receiver, such as, mood; field of experience; and cultural beliefs, values, or attitudes; and
3. semantic interference—mispronunciation or inappropriate vocabulary.

Sometimes words or nonverbal behaviors can have a variety of meanings, which acts as interference.

Adapted and reprinted with permission of N. L. Flores (1993, p. 35).
Directions: Look at the communication interactions on this page so that you can notice the different processes and procedures high school students use to do their school, sports, work or family tasks in their culturally diverse speaking and listening situations.

Directions: Listen to these 3 questions and then answer the 3 questions by talking to the interviewer.

Q1: What task do you know how to do that might involve you in a culturally diverse high school student speaking and listening situation?

Q2: What kind of actions or procedures would you have to use in order to complete the task safely and effectively?

Q3: Why do you think that your way of getting your task done will be beneficial to all of the people involved in the culturally diverse speaking and listening situation?
Intercultural Assessment of Communication Competency & English Speaking Skills-High School

Examinee's Last Name: ___________________________  Examinee's First Name: ___________________________  I.D. #: ___________________________

Examiner: Look at the communication interactions on this page so that you can notice the different processes and procedures high school students use to do their school, sports, work or family tasks in their culturally diverse speaking & listening situations.

Examiner: Make believe that you are at a college entrance examination and are being interviewed about the major that interests you. Answer these questions about the major that interests you.

Examiner Q: What task do you know how to do that might involve you in a culturally diverse H.S. student speaking & listening situation?

Examiner Q: What kind of actions or procedures would you have to use in order to complete the task safely and effectively?

Examiner Q: Why do you think that your way of getting the task done will be beneficial to all of the people involved in the culturally diverse speaking and listening situation?

Competencies & Criteria

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<thead>
<tr>
<th>One: (Purpose/Focus)</th>
<th>Two: (Organization)</th>
<th>Three: (Examples)</th>
<th>Four: (Vocabulary/Grammar)</th>
<th>Five: (Pronunciation/Emphasis)</th>
<th>Sbc: (Nonverbal Congruency)</th>
<th>Seven: (Use of Time Allotted)</th>
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<tr>
<td>Highlights Other's Idea</td>
<td>Uses Transitions</td>
<td>Describes Context Cond.</td>
<td>Is Accurate/Precise</td>
<td>Uses Standard Vowel</td>
<td>to Aural Prompts</td>
<td>Avoids Extensive</td>
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<td>Gives Specifics</td>
<td>Defines Tech. Terms</td>
<td>in Linking Words and</td>
<td>and Consonant Sounds</td>
<td>Clarifies Attitude</td>
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<td>Avoids Abruptness</td>
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<td>Summarizes</td>
<td>Gives Own Opinion</td>
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<thead>
<tr>
<th>One:</th>
<th>Two:</th>
<th>Three:</th>
<th>Four:</th>
<th>Five:</th>
<th>Sbc:</th>
<th>Seven:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
<td>0 1 2 3 4 5</td>
</tr>
</tbody>
</table>

5 criteria x 7 competencies = 35 points
exp: 35-8=27/7=3.85%=Proficient

Total possible points = 35-___ = ___/7___ score

Rating Scale: 5=Effective  4=Proficient  3=Functional  2=At-Risk  1=Restricted

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BEST COPY AVAILABLE
Directions: Look at the communication interactions on this page so that you can notice the various processes people use to do their work-related tasks in their culturally diverse job situations.

Q: What kind of work do you know how to do that might involve you in a culturally diverse job situation?

Q: What kind of actions or procedures would you have to use in order to get your job done safely and effectively?

Q: Why do you think that your way of getting the job done will be beneficial to all of the people involved in the culturally diverse job situation?
Intercultural Assessment of Communication Competency & English Speaking Skills

Examinee's Last Name: ___________________________  Examinee's First Name: ___________________________  I.D.# ________________

Examiner:  Look at the communication interactions on this page so that you can notice the various processes people use to do their work-related tasks in their culturally diverse job situations.

Examiner:  Make believe that you are at a job interview about the kind of work that interests you and answer the following questions about your kind of work.

Examiner Q:  What kind of work do you know how to do that might involve you in a culturally diverse situation?

Examiner Q:  What kind of actions or procedures would you have to use in order to get your job done safely and effectively?

Examiner Q:  Why do you think that your way of getting the job done will be beneficial to all of the people involved in the culturally diverse job situation?

Competencies & Criteria

<table>
<thead>
<tr>
<th>One: (Purpose/Focus)</th>
<th>Two: (Organization)</th>
<th>Three: (Examples)</th>
<th>Four: (Vocabulary/Grammar)</th>
<th>Five: (Pronunciation/Emphasis)</th>
<th>Six: (Nonverbal Congruency)</th>
<th>Seven: (Use of Time Allotted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highlights Other's Idea</td>
<td>Uses Transitions</td>
<td>Describes Context Cond.</td>
<td>Is Accurate/Precise</td>
<td>Uses Standard Vowel</td>
<td>to Aural Prompts</td>
<td>Avoids Extensive</td>
</tr>
<tr>
<td>Discloses Qualifications</td>
<td>Gives Specifics</td>
<td>Defines Tech. Terms</td>
<td>in Linking Words and</td>
<td>and Consonant Sounds</td>
<td>Clarifies Accent</td>
<td>Non-Pertinent Responses</td>
</tr>
<tr>
<td>Responds to Question</td>
<td>Highlights Instr.</td>
<td>Reports Other's Percep.</td>
<td>Phrases to Questions</td>
<td>Explicitly Articulates</td>
<td>Corresponding with</td>
<td>Avoids Abruptness</td>
</tr>
<tr>
<td>Focuses On Directions</td>
<td>Summarizes</td>
<td>Gives Own Opinion</td>
<td>Uses Continuity</td>
<td>Word Endings</td>
<td>Visual Prompts</td>
<td>Avoids Falacious</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Relevant to Other</td>
<td>Emphasized Syllables</td>
<td>Reinforces Cul. Value</td>
<td>Sufficiently Balances Use of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Avoids Vague Terms</td>
<td>Communicates Message</td>
<td>Avoids Distractive</td>
<td>Time for Each Response in</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Function and Intention</td>
<td>Verbal/Nonverbal Bhrv</td>
<td>Relation to Mutual Purposes</td>
<td></td>
</tr>
</tbody>
</table>

0 1 2 3 4 5 0 1 2 3 4 5 0 1 2 3 4 5 0 1 2 3 4 5 0 1 2 3 4 5 0 1 2 3 4 5

S criteria x 7 competencies = 35 points
exp: 35-8+27/7 = 3.85% = Proficient

Rating Scale:
5 = Effective
4 = Proficient
3 = Functional
2 = At-Risk
1 = Restricted

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Total possible points = 35-___-___-___-___/7___
score
GOLDEN WEST COLLEGE

CONTENT REVIEW FORM

Request for (✓)  [Prerequisite]   [Corequisite]   [Advisory]

TARGET COURSE (Name and Number): SPEECH COMM 060 (formerly Spch020)
Course for which the prerequisite, corequisite or advisory is proposed.

Content review requires identification of ALL of the following by the discipline/department faculty of the respective course(s):

1. Before entering the target course the student should be able to: List skills, attitudes, competencies and or knowledge.

SEE ATTACHED

2. Upon completion of the prerequisite, corequisite, advisory course, the student should be able to: List skills, attitudes, competencies and or knowledge.

SEE ATTACHED

3. Compare the entry skills required for the target course (#1) with the exit skills of the requested prerequisite, corequisite, advisory (#2). If there is a significant match, it supports the prerequisite, corequisite or advisory are necessary for student success in the targeted course.

SEE ATTACHED

4. Upon completion of the target course, the student should be able to: List skills, attitudes, competencies and/or knowledge.

SEE ATTACHED

CCI ACTION: [ ] Approved   [ ] Denied   Date: ______________

NOTE: Content Review is deferred to the program review year for the respective disciplines for the following:
• Prerequisite is required by statute or regulation
• Prerequisite is part of a closely related lecture-laboratory course pairing within a discipline
**ENTRY LEVEL SKILLS needed before entering target course:**

**Course:** Sp Com 060  
Intermediate Pronunciation  
(Functional Communication Emphasis)

1. The student has a limited degree of ability in understanding *pronunciation apprehension* and can identify situations when he/she might have to interact to ask questions.

2. The student will be able to ask and answer questions about readings and spoken expressions.

3. The student has a limited degree of ability in understanding how to clarify *pronunciation misunderstandings* by asking questions to select appropriate vowel and consonant pronunciation.

**EXIT LEVEL SKILLS acquired upon completion of target course:**

**Course:** ESL 033  
ESL Listening/Speaking, Level 3

1. The student will learn how to recognize *pronunciation patterns* for gaining information in simple speaking situations such as in the pronunciation needed when opening a bank account and in polite conversations.

2. The student will learn how to ask and answer questions about *classwork, readings, and expressions*.

3. The student will learn how to recognize and use limited control in *pronouncing often confused simple words* by having his/her pronunciation of vowel sounds in groups and end consonant clusters corrected.

**Comparison of entry skills for target course with exit skills of advisory course:**

**EXIT LEVEL SKILLS acquired upon completion of target course:**

**Course:** Sp Com 060  
Intermediate Pronunciation  
(Functional Communication Emphasis)

1. The student has an introductory degree of ability in understanding intercultural *pronunciation apprehension* and can identify contexts when he/she might have to interact to ask questions to clarify verbal and nonverbal misunderstandings.

2. The student will be able to verbally ask and answer questions about functional communication contexts, *pronunciation readings & oral interactions*.

3. The student can interact to clarify *pronunciation misunderstandings* at an introductory degree of ability by verbally paraphrasing and asking open questions before selecting alternate examples and sounds to pronounce in functional communication contexts.

**Significant Match?**

1. **YES** - skill descriptors match

2. **YES** - skill descriptors match

3. **YES** - skill descriptors match
TARGET COURSE: SPEECH COMMUNICATION 060 - INTERMEDIATE PRONUNCIATION  
(Advisory Course: Completion of ESL 033 (enrollment in ESL 041/042 strongly encouraged)

<table>
<thead>
<tr>
<th>ENTRY LEVEL SKILLS needed before entering target course:</th>
<th>EXIT LEVEL SKILLS acquired upon completion of advisory course:</th>
<th>Comparison of entry skills for target course with exit skills of advisory course:</th>
<th>EXIT LEVEL SKILLS acquired upon completion of target course:</th>
</tr>
</thead>
</table>

**Course: Sp Com 060**  
Intermediate Pronunciation  
(Functional Communication Emphasis)

| 4. The student has a limited degree of ability in understanding how to articulate **Standard American English spoken grammar** in verbs, tenses, and descriptive phrases. |
| 5. The student has a limited degree of ability in understanding how to enunciate **Standard American English** to **logically and descriptively** give directions. |
| 6. The student has a limited degree of ability in understanding how to use **Standard American English** to emphasize purpose, stress and intonation to **convey organized information** including subordination of details. |

**Course: ESL 033**  
ESL Listening/Speaking, Level 3

| 4. The student will be able to use **English as a Second Language spoken grammar** to pronounce verbs, tenses and modals in songs, exercises, and brief conversations. |
| 5. The student will be able to pronounce **English as a Second Language** using **prepositional speech patterns** giving **directions** to places on or near campus. |
| 6. Using **English as a Second Language** the student will be able to use **stress, pitch, and juncture** to **convey meaning in brief, organized summaries**, using narrative sequence, from stories performed live, heard or watched on television. |

**Significant Match?**

4. **YES - skill descriptor match**

5. **Yes - skill descriptors match**

6. **YES - skill descriptors match**

**Course: Sp Com 060**  
Intermediate Pronunciation  
(Functional Communication Emphasis)

| 4. The student will be able to articulate **Standard American English spoken grammar** in tenses, plurals, possessives, and third person singular word endings of functional oral communication messages. |
| 5. The student will be able to enunciate **Standard American English** to **logically and descriptively** present a **functional speech** describing and explaining how, where and why to find an object or product. |
| 6. Using **Standard American English** the student will be able to emphasize purpose, syllables, stress, and intonation in oral messages to **convey information in outlined form** focusing on subordinated details and an oral request for listener feedback. |
**TARGET COURSE:** SPEECH COMMUNICATION 060 - INTERMEDIATE PRONUNCIATION

**Advisory Course:** Completion of ESL 033 (enrollment in ESL 041/042 strongly encouraged)

### ENTRY LEVEL SKILLS needed before entering target course:

**Course:** Sp Com 060
Intermediate Pronunciation
(Functional Communication Emphasis)

7. The student has a limited degree of ability in understanding how to use Standard American English to briefly maintain a verbal conversation by asking and answering other's questions.

8. The student has a limited degree of ability in understanding how to respond to an interviewer's questions.

9. The student has a limited degree of ability in understanding how to interact with speakers of Standard American English, by writing responses to recorded English as a Second Language words phrases and messages in the GWC communication labs.

### EXIT LEVEL SKILLS acquired upon completion of advisory course:

**Course:** ESL 033
ESL Listening/Speaking, Level 3

7. Using English as a Second Language the student will be able to practice speaking in simple conversations, will learn how to participate in work groups, and will practice the skills of polite conversation.

8. The student will be introduced to ways of understanding how to respond to simple requests, instructions, commands and questions, and will learn to respond politely and completely.

9. The student will be able to respond to audial/visual English as a Second Language in the ESL Lab whenever audial/visual media is available.

### Comparison of entry skills for target course with exit skills of advisory course:

7. **YES** - skill descriptors match

8. **YES** - skill descriptors match

9. **NO** - skill descriptors match for systematic evaluation of student's interaction with speakers of Standard American English.

### EXIT LEVEL SKILLS acquired upon completion of target course:

**Course:** Sp Com 060
Intermediate Pronunciation
(Functional Communication Emphasis)

7. Using Standard American English the student will be able to briefly maintain a verbal dialogue by introducing self to others, disclosing pronunciation apprehension, and requesting oral feedback from listeners.

8. The student has an introductory degree of ability in practicing how to respond to an interviewer's questions using attending behaviors and verbally paraphrasing, at an intermediate pronunciation level of functional communication skills.

9. The student will be able to verbally and nonverbally interact with speakers of Standard American English, at an intermediate pronunciation level of functional communication skills, in the GWC communication labs.
<table>
<thead>
<tr>
<th>Skills Needed Before Entering Sp Com 020</th>
<th>Skills Acquired Upon Completion of Sp Com 020</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student should have a limited degree of ability in understanding pronunciation apprehension and can identify situations when he/she might have to interact to ask questions.</td>
<td>1. The student will have an introductory degree of ability in understanding intercultural pronunciation apprehension and can identify contexts when he/she might have to interact to ask questions to clarify verbal and nonverbal misunderstandings.</td>
</tr>
<tr>
<td>2. The student should be able to ask and answer questions about readings and spoken expressions.</td>
<td>2. The student will be able to verbally ask and answer questions about functional communication contexts, pronunciation and oral interactions.</td>
</tr>
<tr>
<td>3. The student should have a limited degree of ability in understanding how to clarify pronunciation misunderstandings by asking questions to select appropriate vowel and consonant pronunciation.</td>
<td>3. The student can interact to clarify pronunciation misunderstandings at an introductory degree of ability by verbally paraphrasing, and asking open questions before selecting alternate examples and sounds to pronounce in functional communication contexts.</td>
</tr>
<tr>
<td>4. The student should have a limited degree of ability in understanding how to articulate Standard American English spoken grammar in verbs, tenses, and descriptive phrases.</td>
<td>4. The student will be able to articulate Standard American English spoken grammar in tenses, plurals, possessives, and third person singular word endings of functional oral communication messages.</td>
</tr>
<tr>
<td>5. The student should have a limited degree of ability in understanding how to enunciate Standard American English to logically and descriptively give directions.</td>
<td>5. The student will be able to enunciate Standard American English to logically and descriptively present a functional speech describing and explaining how, where and why to find an object or product.</td>
</tr>
<tr>
<td>6. The student should have a limited degree of ability in understanding how to use Standard American English to emphasize purpose, stress and intonation to convey organized information including subordination of details.</td>
<td>6. The student will be able to use Standard American English to emphasize purpose, syllables, stress, and intonation in oral messages to convey information in outlined form focusing on subordinated details and an oral request for listener feedback.</td>
</tr>
</tbody>
</table>

7. The student should have a limited degree of ability in understanding how to use Standard American English to briefly maintain a verbal dialogue by introducing self to others, disclosing pronunciation apprehension, and requesting oral feedback from listeners.

8. The student will be able to use Standard American English to briefly maintain a verbal conversation by asking and answering other's questions.

9. The student will be able to use Standard American English to describe and explain how, where and why to find an object or product, as well as request oral feedback from listeners.

7. The student will be able to use Standard American English to briefly maintain a verbal dialogue by introducing self to others, disclosing pronunciation apprehension, and requesting oral feedback from listeners.

8. The student will be able to verbally and nonverbally interact with speakers of Standard American English, at an intermediate pronunciation level of functional communication skills.
CONTENT REVIEW FORM

Request for (✓) □ Prerequisite □ Corequisite X Advisory

TARGET COURSE (Name and Number): SPEECH COMM 110 (formerly SP COMM 105)

Course for which the prerequisite, corequisite or advisory is proposed.

Content review requires identification of ALL of the following by the discipline/department faculty of the respective course(s):

1. Before entering the target course the student should be able to:
   List skills, attitudes, competencies and or knowledge.

   SEE ATTACHED

2. Upon completion of the prerequisite, corequisite, advisory course, the student should be able to:
   List skills, attitudes, competencies and or knowledge.

   SEE ATTACHED

3. Compare the entry skills required for the target course (#1) with the exit skills of the requested prerequisite, corequisite, advisory (#2). If there is a significant match, it supports the prerequisite, corequisite or advisory are necessary for student success in the targeted course.

   SEE ATTACHED

4. Upon completion of the target course, the student should be able to:
   List skills, attitudes, competencies and or knowledge.

   SEE ATTACHED

CCI ACTION: □ Approved □ Denied Date: ____________________

NOTE: Content Review is deferred to the program review year for the respective disciplines for the following:

- Prerequisite is required by statute or regulation
- Prerequisite is part of a closely related lecture-laboratory course pairing within a discipline
**Target Course:** SPEECH COMMUNICATION 110 - PUBLIC SPEAKING  
**Advisory Course:** Speech Communication 090 or 095, English 010  

**NOTE:** Students with an identified disability will be accommodated in an appropriate manner after consultation with the Disabled Students Services.

<table>
<thead>
<tr>
<th>ENTRY LEVEL SKILLS</th>
<th>EXIT LEVEL SKILLS - Upon completion of Advisory Course</th>
<th>COMPARISON of entry level skills with exit skills of Advisory course</th>
<th>EXIT LEVEL SKILLS - Upon completion of Target Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech 110</td>
<td>Speech 090 or 095</td>
<td><strong>Yes - Significant match</strong></td>
<td>Speech 110</td>
</tr>
<tr>
<td>The student has an introductory understanding of <em>communication apprehension</em> and can identify situations when he/she might be likely to experience it.</td>
<td>The student has an introductory understanding of <em>communication apprehension</em> and can identify situations when he/she might be likely to experience it.</td>
<td><strong>Yes - Significant match</strong></td>
<td>The student has utilitarian understanding of <em>communication apprehension</em> and can identify situations when he/she might be likely to experience it and can apply at least three different techniques to reduce Communication Apprehension.</td>
</tr>
<tr>
<td>Student will be able to verbally ask others appropriate questions to gain information about the other using descriptive Standard American English.</td>
<td>Student will be able to verbally ask others appropriate questions to gain information about the other using descriptive Standard American English.</td>
<td><strong>Yes - Significant match</strong></td>
<td>Student will be able to interview others for the purpose of introducing them to a group of class mates in a public setting using congruent nonverbal behaviors and descriptive Standard American English.</td>
</tr>
<tr>
<td>The student understands the difference between one-way and two-way communication processes.</td>
<td>The student understands the difference between one-way and two-way communication processes.</td>
<td><strong>Yes - Significant match</strong></td>
<td>The student understands the complexity of the communication process and can explain the difference between the linear, interactive and transactional communication models. Additionally the Student understands the important differences in communication contexts - interpersonal, group, public and mass.</td>
</tr>
</tbody>
</table>
### Target Course: SPEECH COMMUNICATION 110 - PUBLIC SPEAKING

Advisory Course: Speech Communication 090 or 095, English 010

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<th>EXIT LEVEL SKILLS - Upon completion of Advisory Course</th>
<th>COMPARISON of entry level skills with exit skills of Advisory course</th>
<th>EXIT LEVEL SKILLS - Upon completion of Target Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need before entering Target Course</td>
<td>Using Standard American English the student will be able to verbally maintain a conversation by using open questions, highlighting, asking follow-up questions and disclosing information about self.</td>
<td>Using Standard American English the student will be able to verbally maintain a conversation by using open questions, highlighting, asking follow-up questions and disclosing information about self.</td>
<td>Using Standard American English and congruent nonverbal behaviors the student will be able to verbally initiate maintain and conclude a formal interview using open questions, asking follow-up questions, taking adequate notes and verifying essential information.</td>
</tr>
<tr>
<td></td>
<td>Using Standard American English the student will be able to construct a simple process speech outline including a purpose statement, thesis, and organizing material in a chronological order.</td>
<td>Using Standard American English the student will be able to construct a simple process speech outline including a purpose statement, thesis, and organizing material in a chronological order.</td>
<td>Using Standard American English the student will be able to outline a speech including a purpose statement, thesis statement, and an appropriate organizational pattern for both informative and persuasive speeches.</td>
</tr>
<tr>
<td></td>
<td>Using Standard American English the student will be able to prepare an introduction to a process speech including a way to gain the attention of the audience and establish rapport with them.</td>
<td>Using Standard American English the student will be able to prepare an introduction to a process speech including a way to gain the attention of the audience and establish rapport with them.</td>
<td>Using Standard American English the student will be able to prepare an introduction for both informative and persuasive speeches. Students will be able to use at least four different strategies for gaining audience attention.</td>
</tr>
</tbody>
</table>
**Target Course**: SPEECH COMMUNICATION 110 - PUBLIC SPEAKING  
**Advisory Course**: Speech Communication 090 or 095, English 010  

**NOTE**: Students with an identified disability will be accommodated in an appropriate manner after consultation with the Disabled Students Services.

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<th>EXIT LEVEL SKILLS - Upon completion of Target Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need before entering Target Course</td>
<td>Using Standard American English the student will be able to <strong>prepare a conclusion for a process speech including a summary of the major steps.</strong></td>
<td>Using Standard American English the student will be able to <strong>prepare a conclusion for a process speech including a summary of the major steps.</strong></td>
<td>Using Standard American English the student will be able to <strong>utilize at least four different strategies in preparing a conclusions appropriate for informative or persuasive speeches.</strong></td>
</tr>
<tr>
<td>Using Standard American English the student will be able to <strong>verbally present his/her process speech to the class using an outline.</strong></td>
<td>Using Standard American English the student will be able to <strong>verbally present his/her process speech to the class using an outline.</strong></td>
<td>Using Standard American English the student will be able to <strong>verbally present both and informative and a persuasive speech to the class using appropriate organizational patterns, adequate support, effective delivery skills, and congruent nonverbal behaviors</strong></td>
<td><strong>Yes - Significant match</strong></td>
</tr>
<tr>
<td>Student will be able to work with a small group of classmates to define, research and analyze a problem.</td>
<td>Student will be able to work with a small group of classmates to define, research and analyze a problem.</td>
<td><strong>Yes - Significant match</strong></td>
<td>Student will be able to work with a small group of classmates to choose a problem, brainstorm ideas related to this topic, define the problem in terms of fact, value, or policy, research potential solutions using a variety of resources and prepare a group presentation using an appropriate format.</td>
</tr>
</tbody>
</table>
Target Course: SPEECH COMMUNICATION 110 - PUBLIC SPEAKING
Advisory Course: Speech Communication 090 or 095, English 010

NOTE: Students with an identified disability will be accommodated in an appropriate manner after consultation with the Disabled Students Services.

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<th>COMPARISON of entry level skills with exit skills of Advisory course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Student will be able to respond to others by using appropriate turn taking, owned language, attending behaviors and simple paraphrasing in one on one interactions.</td>
<td>Student will be able to respond to others by using appropriate turn taking, owned language, active listening and agreeing/disagreeing in one on one interactions.</td>
<td>Yes - Significant match</td>
<td>Student will be able to respond to others by using a variety of appropriate listening skills, including: paraphrasing, perception checking, expressing agreement and disagreement, turn taking, owned language, attending behaviors, asking open, closed and follow-up questions.</td>
</tr>
<tr>
<td>Student will be able to respond to others by using appropriate eye contact, facial expressions, gestures and movements to demonstrate interest and attentiveness in one on one interactions.</td>
<td>Student will be able to respond to others by using appropriate eye contact, facial expressions, gestures and movements to demonstrate interest and attentiveness in one on one interactions.</td>
<td>Yes - Significant match</td>
<td>Student will be able to respond to others by using appropriate eye contact, facial expressions, gestures and movements to demonstrate interest attentiveness and understanding in a variety of communication contexts, including: informal and formal presentations, small group discussions and, individual classroom presentations.</td>
</tr>
</tbody>
</table>
Target Course: SPEECH COMMUNICATION 110 - PUBLIC SPEAKING
Advisory Course: Speech Communication 090 or 095, English 010

NOTE: Students with an identified disability will be accommodated in an appropriate manner after consultation with the Disabled Students Services.

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<th>EXIT LEVEL SKILLS - Upon completion of Target Course</th>
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<tbody>
<tr>
<td>Student will be able to respond to others by using appropriate variation of speech volume, rate and enunciation at a functional level of communication.</td>
<td>Student will be able to respond to others by using appropriate variation of speech volume, rate and enunciation at a functional level of communication.</td>
<td>Yes - Significant match</td>
<td>Student will be able to use appropriate variation of vocal pitch, volume, rate and intonation to reinforce the meaning of words in a variety of communication contexts, including informal and formal one on one interactions, small group discussions and presentations, and individual classroom presentations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speech 110</th>
<th>English 010 - Complete - Exit</th>
<th>Speech 110</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will be able to pronounce, paraphrase, ask open &amp; closed questions about public speaking situations</td>
<td>Student will be able to use vocabulary in a variety of contexts, follow directions for assignments.</td>
<td>Yes - Significant match</td>
</tr>
<tr>
<td>Student will be able to use SAE in giving oral instructions about how to follow steps in a process</td>
<td>Student will be able to maintain SWE in full support paragraphs using chronological development</td>
<td>Yes - Significant match</td>
</tr>
<tr>
<td>Student will be able to use modify verbal and nonverbal behaviors when speaking.</td>
<td>Student will be able to revise and use rhetorical features &amp; vocabulary patterns</td>
<td>Yes - Significant match</td>
</tr>
</tbody>
</table>
Target Course: SPEECH COMMUNICATION 110 - PUBLIC SPEAKING  
Advisory Course: Speech Communication 090 or 095, English 010

NOTE: Students with an identified disability will be accommodated in an appropriate manner after consultation with the Disabled Students Services.

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<th>EXIT LEVEL SKILLS - Upon completion of Target Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will be able to objectively cite sources of fact &amp; opinion, state own &amp; describe others perceptions in speeches</td>
<td>Student will be able to revise &amp; use editorials arguments and recognize argumentative patterns of proof or inconsistencies</td>
<td>Yes - Significant match</td>
<td>Student will be able to use audience centered, logical, emotional language in persuasive speeches to gain mutual benefit</td>
</tr>
<tr>
<td>Student will be able to listen critically, use cause/effect/consequences/behavior descriptions to research, outline and analyze current topics affecting multicultural audiences</td>
<td>Student will be able to read analytically, write essays unified by thesis &amp; containing an introduction, content with order of ideas, transitions &amp; conclusions in a public discourse mode</td>
<td>Yes - Significant match</td>
<td>Student will be able to analyze audience needs &amp; expectations, focus on coordinated &amp; subordinated organization of mainpoints &amp; use inclusive language in public speaking contexts</td>
</tr>
<tr>
<td>Student will be able to use SAE in working with a peer in the Lab.</td>
<td>Student will be able to write in Writing Center to practice English 010 written discourse skills</td>
<td>Yes - Significant match</td>
<td>Student will be able to satisfactorily complete Speech 110 Lab assignments.</td>
</tr>
<tr>
<td>Skills Needed Before Entering Sp Com 110</td>
<td>Skills Acquired Upon Completion of Sp Com 110</td>
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<tr>
<td>1. The student should have an introductory understanding of communication apprehension and can identify situations when he/she might be likely to experience it.</td>
<td>1. The student will have a utilitarian understanding of communication apprehension, can identify situations when he/she might be likely to experience it and can apply at least three different techniques to reduce it.</td>
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<td>2. The student should be able to verbally ask and answer questions to gain information about public speaking assignments and interactions.</td>
<td>2. The student will be able to verbally ask others pertinent questions to gain and give information during lab and classroom interviews, interactions &amp; discussions.</td>
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<td>3. The student should be able to understand the difference between one-way and two-way message clarification processes used to select alternate rhetorical features to modify verbal &amp; nonverbal behaviors when speaking to others.</td>
<td>3. The student will be able to collaboratively, clarify public speaking messages &amp; interactions in multicultural contexts by using a variety of verbal &amp; nonverbal strategies in culturally diverse interpersonal, group, public &amp; mass-media speaking &amp; listening interactions.</td>
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<td>4. The student should be able to articulate Standard American English spoken grammar in giving oral instructions about how to follow steps in a chronological order.</td>
<td>4. The student will be able to explicitly articulate Standard American English spoken grammar in oral presentations of informative, group &amp; persuasive speeches to guide &amp; focus listener's attention to the practical &amp; logical progression of verbal &amp; nonverbal support.</td>
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<td>5. The student should be able to clearly enunciate Standard American English to descriptively, objectively &amp; logically cite sources of fact &amp; opinions, state own and describe other's perceptions in public speaking and listening situations.</td>
<td>5. The student will be able to clearly enunciate Standard American English to descriptively, objectively, logically &amp; critically cite &amp; use audience-centered issues, facts &amp; opinions in informative, group &amp; persuasive speeches to maintain reciprocal relationships and/or gain mutual benefits.</td>
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<td>6. The student should be able to use Standard American English by emphasizing the speech purpose in syllables, stress &amp; intonation &amp; by verbally conveying researched and outlined multicultural public discourse materials that include an introduction, subordinated details, a conclusion and transitions linking support data to function &amp; intention of the speech.</td>
<td>6. The student will be able to use Standard American English to strategically emphasize the speech purpose in syllables, stress &amp; intonation &amp; by verbally conveying researched &amp; outlined materials analyzed to meet the needs of multicultural audience beliefs, values &amp; expectations &amp; that provide inclusive language focusing on a unified thesis of sharing meaning in informative, group and persuasive public speaking contexts.</td>
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<td>7. The student should be able to use Standard American English to verbally maintain oral interactions with others in small groups to work with culturally diverse classmates to define, research, analyze &amp; organize an audience-centered problem-solving discussion.</td>
<td>7. The student will be able to use Standard American English to verbally &amp; nonverbally participate in task oriented &amp; relationship oriented problem-solving group interactions to define a problem in terms of fact, definition, value or policy, research potential solutions using a variety of culturally diverse resources and prepare a group presentation using a collaborative critical thinking format to reach a consensus on a feasible solution.</td>
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<td>8. The student should be able to respond to culturally diverse others' public speaking verbal &amp; nonverbal messages by nonverbally demonstrating attending behaviors &amp; using turn taking, owned language &amp; clear paraphrasing appropriate to the immediate context.</td>
<td>8. The student will be able to respond to culturally diverse others' public speaking verbal &amp; nonverbal messages by nonverbally demonstrating attending behaviors including eye contact, facial expression, gestures &amp; movements indicating interest &amp; attentiveness &amp; by verbally using turn taking, owned language, context-related paraphrasing &amp; a statement of appreciation providing an example of how the listener has, is or will be able to relate to the speaker's message.</td>
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<td>9. The student should be able to verbally &amp; nonverbally interact with speakers of Standard American English when working with peers or assistants in the GWC labs.</td>
<td>9. The student will be able to verbally &amp; nonverbally interact with speakers of Standard American English when working with peers or assistants to satisfactorily complete Speech 110 Lab Assignments.</td>
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</table>
To: Marilyn Dorfman, Learning Resources Dean  
From: Norma Flores, Speech Communication 020, 027, and 110 Instructor  
Ref: GWC Speech Dept. Pedagogical, Assessment, and Accountability Concerns  
As Related to The Intercultural, Speech Communication, and Tutoring Centers

<table>
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<tr>
<th>Problems</th>
<th>Criteria</th>
<th>Suggested Solutions</th>
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</table>
| 1. LACK OF STAFFING for Sp 020 and Sp 027 students requiring listeners for skills #1, 4, & 7. | 1. LACK OF STAFFING: (a) Students should not be deprived of the opportunity to practice speaking and listening skills (b) Instructors need to provide students with a method for practicing their oral pronunciation skills (c) Center Staffs need to know they can fit their free time into an open ended schedule. | 1. LACK OF STAFFING: Coordinate Scheduling Needs  
   (a) Compile a list of the dates and times each instructor expects students to use the IC Center  
   (b) Count the number of students expected to use labs  
   (c) Design a Mon-Fri calendar for each week of the semester showing available time slots  
   (d) Estimate how many volunteers will be needed  
   (e) Print the list of days, times, & number of volunteers needed  
   (f) Use list as recruitment/sign up sheet in mainstream speech classes, in business com classes, in English, Spanish and Vietnamese language classes, in social science classes, in campus and community service clubs. |
| 2. LACK OF TRAINING for I.C. staff in giving feedback for skills #1, 4 and 7. | 2. LACK OF TRAINING: (a) Students should not be deprived of role model native speakers of English when interacting to maintain intercultural relationships through structured pronouncing, speaking, and listening lab center experiences  
   (b) Instructors need to provide students with a method for maintaining relationships by using pronunciation in intercultural contexts  
   (c) Center Staffs need easy to follow instructions of how to fill out lab interaction forms to provide students and instructors with feedback about skill levels. | 2. LACK OF TRAINING: Provide Training Videos  
   (a) Each instructor demonstrates how to use their skill packets  
   (b) Videotapes a sample speaker/listener skill demonstration and leaves the video in the Center for both students and volunteers to use for their guidelines. |
| 3. LACK IN THE AVAILABILITY OF APPOINTMENT TIME SLOTS to serve the needs of the students (limited hours listeners in ICC) | 3. LACK IN THE AVAILABILITY OF APPOINTMENT TIME SLOTS:  
   (a) Students shouldn’t have to miss work or family obligations to return to campus for appointments  
   (b) Instructors need to know when the Integrated Lab Centers will be open and staffed in order to plan their lab assignments before each semester starts  
   (c) Center Staffs need increased resources before they can increase appointment times and days labs will be open. | 3. LACK IN AVAILABILITY OF APPOINTMENT TIME SLOTS:  
   Study Skills Scholarships  
   (a) Make a large poster size sign of the center’s services and hours  
   (b) List expectations of students which include being on time, being prepared, and method of enforcing excessive appointment cancelations  
   (c) Consult with the GWC Foundations Officer to ask for donations for Communication Study Skills funds to cover additional expenses incurred by keeping the Integrated IC/Speech/Tutoring Center open M-F for the use of speech students as well as international students. |
References


References


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<td>NORMA LANDA FLORES</td>
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