

TABLE: TRANSFORMATIONAL GOALS WITH ORAL COMMUNICATION ARTIFACTS [August 30, 2006, Laura O’Hara]

Transformational Goals	Sample Performance Outcomes
<p>Experience into information (<i>isolate discrete, recognizable and usable facts</i>)</p> <p>Students can:</p> <ul style="list-style-type: none"> • Demonstrate appreciation of the importance of speaking well in public situations. • Demonstrate knowledge of ethical considerations when writing and delivering a public speech, and when listening to a public speech. • Accurately observe elements of public speaking. • Distinguish differing speaking strategies and structures (e.g., informative, persuasive, ceremonial) given various audiences and contexts. • Describe/explain/identify different strategies for the delivery of speeches given various audiences and contexts. 	<p>Student demonstrates knowledge of basic public speaking principles (e.g., audience analysis techniques, effective and appropriate speaking strategies, effective, ethical and appropriate use of logical and emotional appeals, principles of credibility, effective and appropriate use of visual aids, voice, and body; ethical public speaking practices).</p> <p><u>Measurable Performance Outcomes:</u></p> <ul style="list-style-type: none"> • Basic examinations to test student’s understanding of discrete, recognizable, and usable principles of public communication (as listed above). • Writing assignments to test student’s understanding of discrete, recognizable, and usable principles of public communication (as listed above). • Student provides written reactions to various recorded speeches, or “live” peer speeches to demonstrate their ability to recognize basic speech principles (as listed above).

<p>Information into knowledge <i>(analyze facts within an intellectual framework, discover meaning in experience)</i></p> <p>Given a novel context, students can:</p> <ul style="list-style-type: none"> • Demonstrate, in writing, how basic speech principles can be incorporated into the construction of their own speeches, given various audiences and contexts. 	<p>Student demonstrates ability to incorporate basic speech principles (e.g., audience analysis techniques, effective and appropriate persuasive speaking strategies, effective and appropriate use of logical and emotional appeals, principles of credibility, effective and appropriate use of visual aids, voice, and body; ethical public speaking practices) into particular speaking contexts (e.g., select and limit speech topics that are significant and appropriate for a given audience; select persuasive topics and strategies that are appropriate, effective, and ethical for a given audience; select visual aids that are appropriate and effective for a given audience and topic).</p> <p><u>Measurable Performance Outcomes:</u></p> <ul style="list-style-type: none"> • Student provides written justification for choices they make in the construction of their own speeches, with regard to basic speech principles (examples of such principles listed above). • Student designs speech outlines that demonstrate their ability to apply basic speech principles in the construction of their own speeches (examples of such principles listed above).
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<p>Knowledge into judgment (<i>reflect on knowledge gained to make choices and direct what they think, say and do</i>)</p> <p>Given a novel context, students can:</p> <ul style="list-style-type: none"> • Use multiple sources of information and knowledge to support claims ethically and persuasively, given various contexts and audiences. • Evaluate strengths and weaknesses of arguments used in speeches, given various contexts and audiences. • Evaluate strengths and weaknesses in delivery of speeches, given various contexts and audiences. • Evaluate the ethicality of speeches, given various contexts and audiences. 	<p>Student demonstrates ability to evaluate basic public speaking principles (e.g., audience analysis techniques, effective and appropriate persuasive speaking strategies, effective and appropriate use of logical and emotional appeals, principles of credibility, effective and appropriate use of visual aids, voice, and body; ethical public speaking practices) and integrate these principles into the construction of their own public speeches.</p> <p>Student demonstrates ability to evaluate others' public speeches with regard to basic public speaking principles.</p> <p><u>Measurable Performance Outcomes:</u></p> <ul style="list-style-type: none"> • Student provides written critiques of various recorded speeches, or “live” peer speeches to demonstrate their ability to evaluate the quality of speeches, given the principles of public speaking (examples of such principles listed above). • Student provides written self-critiques to demonstrate their ability to evaluate the quality of their own speeches, given the principles of public speaking (examples of such principles listed above). • Student demonstrates ability to select credible and ethical sources to support their own informative or persuasive speeches. • Student demonstrates ability to synthesize various resources to support their own informative or persuasive speeches
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<p>Judgment into action (<i>take individual responsibility and contribute to the well-being of their communities</i>)</p> <p>Given a novel context, students can:</p> <ul style="list-style-type: none"> • Assess their responsibilities to self, family, community, country, and the world. • Act responsibly on their principles via public speaking. • Present effective, appropriate, and ethical arguments for social action at many levels. 	<p>Student demonstrates their ability to use basic public speaking principles (e.g., audience analysis techniques, effective and appropriate persuasive speaking strategies, effective and appropriate use of logical and emotional appeals, principles of credibility, effective and appropriate use of visual aids, voice, and body; ethical public speaking practices) to craft and deliver their own speeches.</p> <p><u>Measurable Performance Outcomes:</u></p> <ul style="list-style-type: none"> • Student is evaluated on a variety of speeches in a variety of contexts (e.g., informative, persuasive, ceremonial) given the principles of public speaking (examples of such principles listed above). • Evaluations are performed by instructor, peers, and self.
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