



Oral Communication

One Semester (.5 Credit)

**Arkansas
English Language Arts Standards**

2016

Course Title: Oral Communication One Semester (.5 Credit)
 Course/Unit Credit: .5
 Course Number: 414000
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.
 Grades: 9-12

Oral Communication One Semester (.5 Credit)

Oral Communication One Semester (.5 Credit) will provide students with an understanding of the dynamics of effective communication while speaking, listening, and responding. Students will apply the principles of ethical communication, practice communication competencies, demonstrate effective intrapersonal and interpersonal communication, and deliver a variety of speeches. This course will include but is not limited to ethical communication, responsible social media usage, communication barriers, mass media, conflict resolution, leadership styles, business etiquette, and interviews. Students will deliver formal and informal speeches, participate in debate, and perform oral readings. Oral Communication (One Semester) fulfills the .5 unit of Oral Communication required for graduation. Oral Communication One Semester (.5 Credit) does not require Arkansas Department of Education approval.

Strand	Content Standard
Ethical Communication	
	1. Students will apply the principles of ethical communication.
Communication Competencies	
	2. Students will practice communication competencies.
Communication Applications	
	3. Students will demonstrate effective intrapersonal communication.
	4. Students will demonstrate effective interpersonal communication.
Public Speaking	
	5. Students will deliver a variety of speeches.

Notes:

1. Student Learning Expectations (SLEs) may be taught in any sequence.
2. Italicized words in this document appear in the glossary.
3. All items in a bulleted list are required to be taught.
4. The examples given (e.g.,) are suggestions to guide the instructor.

How the Anchor Standards are Labeled

R

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CCR

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1

The letter in the first position of the anchor standard numbering system represents the strand:

- Reading (R)
- Writing (W)
- Speaking and Listening (SL)
- Language (L)

The symbol in the second position of the anchor standard numbering system represents college and career readiness.

The number in the third position of the anchor standard numbering system represents the standard.

How the SLEs are Labeled

D . **10** . **DIII** . **2**

Letters in the first position represent the Strand name (e.g., Delivery).

Numbers in the second position represent the Standard number (e.g., Standard 10).

Symbols in the third position represent the Course name and level (e.g., Debate III).

Numbers in the fourth position represent the SLE number (e.g., SLE 2).

Strand: 1 Ethical Communication

Content Standard 1: Students will apply the principles of ethical communication.

		AR ELA Alignment
EC.1.OC1S.1	Define ethical communication.	L.CCR.6
EC.1.OC1S.2	Apply principles of ethical communication: <ul style="list-style-type: none">• <i>academic integrity</i>• avoidance of plagiarism• respect for <i>diversity</i>	SL.CCR.4
EC.1.OC1S.3	Apply principles of ethical communication as they apply to social media (e.g., cyber bullying, rights to privacy, slander and libel, district technology policies).	SL.CCR.5

Strand: 2 Communication Competencies

Content Standard 2: Students will practice communication competencies.

		AR ELA Alignment
CC.2.OC1S.1	Discuss the effect of the communication channel on the sending and receiving of messages.	SL.CCR.1, SL.CCR.2, SL.CCR.3, SL.CCR.4
CC.2.OC1S.2	Identify communication barriers: <ul style="list-style-type: none"> • apprehension • bias • false assumptions • loaded terms • negative nonverbal communication 	SL.CCR.3
CC.2.OC1S.3	Demonstrate appropriate listening skills: <ul style="list-style-type: none"> • active listening • critical listening 	SL.CCR.3
CC.2.OC1S.4	Define logical fallacies (e.g., slippery slope, ad hominem, bandwagon, false cause, hasty generalization, begging the question, false dilemma)	SL.CCR.3
CC.2.OC1S.5	Evaluate oral messages in a variety of situations (e.g., public addresses, recorded media, classroom discussions): <ul style="list-style-type: none"> • clarity • delivery • purpose • reasoning • word choice 	SL.CCR.3
CC.2.OC1S.6	Identify context-appropriate usage for oral messages: <ul style="list-style-type: none"> • connotation and denotation • dialect • jargon • slang • standard English • vocabulary complexity 	SL.CCR.4

CC.2.OC1S.7	Demonstrate effective nonverbal communication skills: <ul style="list-style-type: none"> • attire • facial expressions • gestures • <i>paralanguage</i> • <i>proxemics</i> 	
CC.2.OC1S.8	Demonstrate the ability to give and receive constructive criticism in an interpersonal context	SL.CCR.3
CC.2.OC1S.9	Examine mass media messages: <ul style="list-style-type: none"> • bias • credibility • propaganda • purpose 	R.CCR.6, SL.CCR.3
CC.2.OC1S.10	Discuss social media (e.g., internet etiquette; impact of social media use on employers, military, universities, scholarship committees, relationships).	R.CCR.1, R.CCR.6, SL.CCR.4
CC.2.OC1S.11	Identify a variety of social media uses: <ul style="list-style-type: none"> • commercial marketing • entertaining • networking • news 	R.CCR.6
CC.2.OC1S.12	Discuss the negative effects of social media: <ul style="list-style-type: none"> • cyber bullying • identity theft • permanency of shared information • personal safety • reputation 	R.CCR.1, SL.CCR.4

Strand: 3 Communications Applications

Content Standard 3: Students will demonstrate effective intrapersonal communication.

		AR ELA Standards
CA.3.OC1S.1	Develop intrapersonal communication skills: <ul style="list-style-type: none">• goal setting• positive self-concept• positive self-talk• self-confidence	SL.CCR.1
CA.3.OC1S.2	Discuss intrapersonal communication concepts (e.g., <i>Johari Window</i> of self-awareness, Maslow's hierarchy of needs, self-fulfilling prophecy, <i>self-script</i> , <i>fundamental attribution error</i> , <i>fixed vs. growth mindset</i> , <i>imposter syndrome</i>)	SL.CCR.1, SL.CCR.4

Strand: 3 Communications Applications

Content Standard 4: Students will demonstrate effective interpersonal communication.

AR ELA Alignment

CA.4.OC1S.1	<p>Apply conflict-resolution strategies:</p> <ul style="list-style-type: none"> • differentiate between conflict-resolution styles (e.g., assertive, aggressive, passive, passive/aggressive) • paraphrase • employ reasoning • time out strategy • mutual respect 	
CA.4.OC1S.2	<p>Adapt message to the audience:</p> <ul style="list-style-type: none"> • context (e.g., regional, situational, environmental) • non-verbal communication • vocal delivery (e.g., pace, volume, tone) 	SL.CCR.4, SL.CCR.5, SL.CCR.6
CA.4.OC1S.3	<p>Demonstrate conversation skills in informal communication:</p> <ul style="list-style-type: none"> • extenders • openers/ice breakers • reduction of negative conversation behaviors (e.g., domination, interruptions) • self-disclosure 	SL.CCR.4, SL.CCR.6
CA.4.OC1S.4	<p>Examine leadership styles (e.g., autocratic, authoritative, laissez-faire, democratic)</p>	
CA.4.OC1S.5	<p>Participate in collaborative discussions in a variety of contexts (e.g., classroom simulations, club meetings, learning teams, civic meetings, co-curricular contests):</p> <ul style="list-style-type: none"> • consensus building • group decision-making process • norms • preparation • responses to diverse perspectives • roles 	SL.CCR.1, SL.CCR.2, SL.CCR.3, SL.CCR.4, SL.CCR.5, SL.CCR.6
CA.4.OC1S.6	<p>Prepare for a job interview:</p> <ul style="list-style-type: none"> • attire • prepare for common questions • research the company • resume 	SL.CCR.1, SL.CCR.6

CA.4.OC1S.7	Participate in an interview (e.g., job, college, research, newspaper)	SL.CCR.1, SL.CCR.6
CA.4.OC1S.8	Identify appropriate business etiquette: <ul style="list-style-type: none"> • appearance (e.g., professional attire, business casual dress, grooming) • introductions • proper technology usage (e.g., composing emails, networking, texting) 	

Strand: 4 Public Speaking

Content Standard 5: Students will deliver a variety of formal and informal public speeches.

		AR ELA Alignment
PS.5.OC1S.1	Present informal speeches adapting the message to a variety of contexts and tasks (e.g., impromptu, toast, introduction, after dinner, entertainment)	SL.CCR.1, SL.CCR.2, SL.CCR.4, SL.CCR.5, SL.CCR.6
PS.5.OC1S.2	Prepare a variety of formal speeches (e.g., demonstration, informative, persuasive, problem-solution) for delivery <ul style="list-style-type: none"> • analyze audience • create formal outline • identify purpose • organize speech according to appropriate pattern (e.g. chronological, topical, problem-solution, cause-effect) • practice delivery • reference sources in the speech 	SL.CCR.1, SL.CCR.2, SL.CCR.4, SL.CCR.5, SL.CCR.6
PS.5.OC1S.3	Research speech topic: <ul style="list-style-type: none"> • cite sources • evaluate the credibility of sources • locate appropriate resources (e.g., purpose, audience, task) 	R.CCR.1, R.CCR.2, R.CCR.7, R.CCR.8, R.CCR.9, W.CCR.7, W.CCR.8, W.CCR.9
PS.5.OC1S.4	Use figurative language (e.g., allusion, antithesis, euphemism, imagery, metaphor, personification, simile) where appropriate	L.CCR.5
PS.5.OC1S.5	Use supporting materials (e.g., PowerPoint, Prezi, Keystone, prop, poster, PowToons, videos, audio recordings)	SL.CCR.2, SL.CCR.5
PS.5.OC1S.6	Demonstrate the ability to give and receive constructive criticism: <ul style="list-style-type: none"> • critique oral messages (e.g., clarity, delivery, word choice, body language, use of language, evidence) • define constructive criticism • develop a plan of action based on constructive criticism 	SL.CCR.3
PS.5.OC1S.7	Demonstrate effective delivery skills: <ul style="list-style-type: none"> • nonverbal skills (e.g., gestures, facial expressions, eye contact, attire, <i>proxemics</i>) • platform movement • verbal skills (e.g., vocal projection, pace, rate, tone) 	SL.CCR.4, SL.CCR.6

PS.5.OC1S.8	Apply debate fundamentals in an informal or formal debate: <ul style="list-style-type: none"> • establish a resolution for a debate • support or refute the resolution with research • create arguments based on research (e.g., warrant, claim, impact) • present researched arguments to support claims 	SL.CCR.4, SL.CCR.5, SL.CCR.6
PS.5.OC1S.9	Perform oral readings (e.g., poetry, prose, dramatic monologues, historical speeches) using effective <i>paralanguage</i> <ul style="list-style-type: none"> • <i>diction</i> • mood • vocal expression (e.g., inflection, pause, pitch, rate, volume) 	SL.CCR.6

Glossary for Oral Communication One-semester (.5 Credit)

Academic integrity	“Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner.” http://tlt.psu.edu/plagiarism/student-tutorial/defining-plagiarism-and-academic-integrity/
Communication competency	An ability necessary to communicate successfully and efficiently
Diction	The accent, inflection and intonation of speech. Sound quality manifested by an individual speaker, usually judged in terms of prevailing standards of accept ability; enunciation
Diversity	Understanding that each individual is unique and recognizing individual differences (e.g., ability, culture, federally protected categories, gender, race, religion, socio-economic status)
Fixed mindset	The belief that one either is or isn't good at something, based solely on inherent nature, because it is just who one is https://sivers.org/mindset
Fundamental attribution error	Tendency to explain someone's behavior based on internal factors, such as personality or disposition, and to underestimate the influence that external factors, such as situational influences, have on another person's behavior http://study.com/academy/lesson/fundamental-attribution-error-definition-lesson-quiz.html
Growth mindset	The belief that anyone can be good at anything, because one's abilities are entirely due to one's actions. https://sivers.org/mindset
Imposter syndrome	“Chronic self-doubt and a sense of intellectual fraudulence that override any feelings of success or external proof of competence” https://hbr.org/2008/05/overcoming-imposter-syndrome
Johari Window	Model for self-awareness, personal development, group development, and understanding relationships
Paralanguage	Nonverbal means of communication that accompany speech and convey further meaning (e.g., facial expressions, gestures, laughter, tone of voice)
Proxemics	Communicating with others by virtue of the relative positioning of your bodies
Self-script	Phrases that a person has heard repeated about themselves that become part of their own self talk (e.g., "You're a good girl.", "You'll never go anywhere in life.")
Semantics	Study of the meanings of words

Contributors

The following people contributed to the development of this document:

Jennifer Akers - Cabot	Amy Matthews - Fayetteville
Tammy Alexander - Nashville	Gerri McCann - Manila
Rebecca Allen - Valley View	Amanda McMahan - Magnolia
Jane Balgavy - Jacksonville-North Pulaski	Lynn Meade - University of Arkansas
Brandon Box-Higdem - Bentonville	Alisa Melton - Blytheville
Samantha Carpenter - Virtual Arkansas	Jennifer Murphy - El Dorado
Lisa Carver - Texarkana	Traci Myers - Foreman
Kimberly Chavez - Camden Fairview	Tim Peerbolte - Greenwood
Susan Colyer - Fort Smith	Erin Radke - Jessieville
Joan Crowder - Arkadelphia	Jacki Reiff - Gravette
April Erickson - South Conway County	Tracie Richard - Hermitage
Jessica Foster - Siloam Springs	Chad Simpson - Clarendon
Sommer Frazer - McGehee	Dallas Sims - Lakeside (Lake Village)
Natalie Free - Pangburn	Vivian Sisk – KIPP: Delta Collegiate
Eric Gamble - Dardanelle	Andrea Speer - Bentonville
Jennifer Garner - Lakeside (Hot Springs)	Steven Trulock - Huntsville
Roger Guevara - Southern Arkansas University	Rosie Valdez - Little Rock
Shelly Hardin - West Memphis	