Oral Communication
One Year (1 Credit)

Arkansas
English Language Arts Standards

2016

Course Title: Oral Communication One Year (1 Credit)
Course/Unit Credit: 1
Course Number: 414010
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 Year (1 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. Emphasis will be placed on research skills as students prepare for formal presentations and argumentation. Oral Communication One Year (1 Credit) fulfills the .5 unit of Oral Communication required for graduation. Oral Communication One Year (1 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 . CCR . 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.

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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.OC2S.1	Define ethical communication	L.CCR.6
EC.1.OC2S.2	Apply principles of ethical communication: • *academic integrity* • avoidance of plagiarism • respect for *diversity*	SL.CCR.4
EC.1.OC2S.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.OC2S.1	Analyze 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.OC2S.2	Reduce communication barriers: • apprehension • bias • false assumptions • loaded terms • negative nonverbal communication	SL.CCR.1, SL.CCR.6
CC.2.OC2S.3	Adjust for alternative views: • connotation • cultural, educational, and/or social differences • perception •	SL.CCR.6
CC.2.OC2S.4	Demonstrate appropriate listening skills: • active listening • appreciative listening • critical listening • empathetic listening • reflective listening •	SL.CCR.3
CC.2.OC2S.5	Recognize logical fallacies (e.g., slippery slope, ad hominem, bandwagon, false cause, hasty generalization, begging the question, false dilemma)	SL.CCR.3
CC.2.OC2S.6	Evaluate oral messages in a variety of situations (e.g., public addresses, recorded media, classroom discussions): • clarity • delivery • purpose • reasoning • word choice	SL.CCR.2, SL.CCR.3

CC.2.OC2S.7	Identify context-appropriate usage for oral messages: • connotation and denotation • dialect • jargon • slang • standard English • vocabulary complexity	SL.CCR.4
CC.2.OC2S.8	Demonstrate effective nonverbal communication skills: • attire • facial expressions • gestures • *paralanguage* • *proxemics*	
CC.2.OC2S.9	Give and receive constructive criticism in an interpersonal context	SL.CCR.3
CC.2.OC2S.10	Analyze mass media messages: • bias • credibility • propaganda • purpose	R.CCR.6, SL.CCR.3
CC.2.OC2S.11	Develop a social media philosophy (e.g., internet etiquette; impact of social media use on employers, military, universities, scholarship committees, relationships)	SL.CCR.4
CC.2.OC2S.12	Analyze a variety of social media uses: • commercial marketing • entertaining • networking • news	R.CCR.6
CC.2.OC2S.13	Discuss the negative effects of social media: • cyber bullying • identity theft • permanency of shared information • personal safety • reputation	SL.CCR.1, SL.CCR.2, SL.CCR.3, SL.CCR.4, SL.CCR.5, SL.CCR.6

Strand 3: Communications Applications
      Content Standard 3: Students will demonstrate effective intrapersonal communication.

<div align="right">AR ELA Alignment</div>

CA.3.OC2S.1	Develop intrapersonal communication skills: • goal setting • *growth mindset* • perceptual process • positive self-concept • positive self-talk • self-confidence	SL.CCR.1
CA.3.OC2S.2	Discuss these concepts of intrapersonal communication: • *fixed* vs. *growth mindset* • *fundamental attribution error* • *imposter syndrome* • *Johari Window* • Maslow's hierarchy of needs • self-fulfilling prophecy • *self-script*	SL.CCR.1, SL.CCR.4

Strand 3: Communications Applications
   Content Standard 4: Students will demonstrate effective interpersonal communication.

AR ELA Alignment

CA.4.OC2S.1	Apply conflict-resolution strategies: • differentiate between conflict-resolution styles (e.g., assertive, aggressive, passive, passive/aggressive) • employ reasoning • mutual respect • paraphrase • time out strategy	
CA.4.OC2S.2	Adapt message to the audience: • 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.OC2S.3	Demonstrate conversation skills in informal communication • extenders • openers/ice breakers • reduction of negative conversation behaviors (e.g., domination, interruptions) • self-disclosure	SL.CCR.4, SL.CCR.6
CA.4.OC2S.4	Examine leadership styles (e.g., autocratic, authoritative, laissez-faire, democratic)	
CA.4.OC2S.5	Participate in collaborative discussions in a variety of contexts (e.g., classroom simulations, club meetings, learning teams, civic meetings, co-curricular contests): • consensus building • group decision-making process • norms • preparation • questioning techniques • 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.OC2S.6	Prepare for a job interview: • attire • prepare for common questions • research the company • resume	SL.CCR.1, SL.CCR.6
CA.4.OC2S.7	Participate in an interview (e.g., job, college, research, newspaper)	SL.CCR.1, SL.CCR.6
CA.4.OC2S.8	Demonstrate appropriate business etiquette: • appearance (e.g., professional attire, business casual dress, grooming) • introductions • technology (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.OC2S.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.OC2S.2	Present a variety of formal speeches (e.g., demonstration, informative, persuasive, problem-solution) following the appropriate preparation process: • identify purpose • analyze audience • organize speech using appropriate pattern (e.g. chronological, topical, problem-solution, cause-effect) • create formal outline • reference sources in the speech • practice delivery	SL.CCR.1, SL.CCR.2, SL.CCR.4, SL.CCR.5, SL.CCR.6
PS.5.OC2S.3	Research speech topic: • locate appropriate resources (e.g., purpose, audience, task) • evaluate the credibility of sources • cite sources	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.OC2S.4	Use figurative language (e.g., allusion, antithesis, euphemism, imagery, metaphor, personification, simile)	L.CCR.5
PS.5.OC2S.5	Use supporting materials (e.g., PowerPoint, Prezi, Keystone, prop, poster, PowToons, videos, audio recordings)	SL.CCR.2, SL.CCR.5
PS.5.OC2S.6	Demonstrate the ability to give and receive constructive criticism: • define constructive criticism • develop a plan of action based on constructive criticism • critique oral messages (e.g., clarity, delivery, word choice, body language, use of language, evidence) •	SL.CCR.3
PS.5.OC2S.7	Demonstrate effective delivery skills: • nonverbal skills (e.g., gestures, facial expressions, eye contact, attire, *proxemics*) • platform movement • verbal skills (e.g., vocal projection, pace, rate, tone)	SL.CCR.4, SL.CCR.6

PS.5.OC2S.8	Apply debate fundamentals in a variety of formal and informal debates: • 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.OC2S.9	Perform multiple oral readings (e.g., poetry, prose, dramatic monologues, historical speeches) using appropriate *paralanguage:* • *diction* • mood • vocal expressions (e.g., inflection, pause, pitch, rate, volume)	SL.CCR.6

Glossary for Oral Communication One Year (1 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/
Diction	Sound quality manifested by an individual speaker, usually judged in terms of prevailing standards of accept ability; enunciation. The accent, inflection and intonation of speech.
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.")

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	