BETHUNE- COOKMAN UNIVERSITY

Online and Blended Course Syllabus

The syllabus is an agreement between student and professor. It is intended to give you an outline of your course and what will be covered during the semester. Many questions that you may have are typically covered in the syllabus. You are expected to read the course syllabus in its entirety at the beginning of the semester, and reference it frequently throughout the semester. *Disclaimer: The syllabus will be followed as closely as possible. The professor reserves the right to make modifications as deemed necessary.*

Contents

Course Information

School of Performing Arts & Communication

Introduction to Effective Oral Communication

SC 230 ON A

3.0

Fall 2018

Instructor Information

Instructor/Professor Name: Dr. Kekeli Nuviadenu

Title: Chair/Associate Professor

Office Location: F-244

Office Phone: 386-481-2713

Email: nuviadenuk@cookman.edu

Office Hours: MWF 10:00-11:00am; **TR** 9:45am-10:45am; & **M-F** 1:00-4:00p.m

Course Description

A study of the fundamentals of Oral Communication through theory and practice for the purposes of organizing and delivering effective oral messages in a variety of settings. Particular attention will be given to pronunciation, articulation, and diction.

Prerequisite(s)

EN 131 & EN 132

Required Textbook(s) and Materials

Pearson REVEL Beebe Access for Public Speaking: An Audience-Centered Approach, 10/E Beebe, S. A. & Beebe, S. J. (2018). Public speaking: An audience-centered approach. (10th ed.) TX: Allyn & Bacon.
ISBN for Revel Beebe 10e 9780134401447

Technical Competencies

Students taking online courses should be able to:

- ✓ Perform a number of functions within an Operating System and have basic file skills.
- ✓ Navigate and use various functions of the Internet.
- ✓ Use internet-based email to perform a number of email related tasks.
- ✓ Use productivity software to create documents using various formatting options.

Minimum Technical Requirements

- ✓ A reliable computer with internet access.
- ✓ Word Processing software.
- ✓ Adobe Reader (latest version).

Course Modality

This course is delivered in the format checked:

☒ Online (100% Fully Online)

☐ Blended (50% Online & 50% Face-to-Face)

Course Goals and Objectives

Main Course Goal
The goals of the course are to improve the student's ability to speak before an audience, to listen and analyze speeches, to interact more effectively interpersonally, and to increase awareness of the role of communication in our complex society, including the online environment.

Impact on BCU Mission and Institutional Student Learning Outcomes (ISLOs)
Through the attainment of the course student learning objectives (CSLOs), students will acquire knowledge, skills, and competencies outlined in the Institutional Student Learning Outcome (ISLOs), School Student Learning Outcomes (SSLOs) and Program Student Learning Outcomes (PSLOs). The Course Student Learning Objectives fully support the University Mission and Core Values as stated in the Strategic Plan; as well as, the School Goals.

Program Student Learning Outcomes (PSLOs)
1. Recognize, critique and demonstrate appreciation for performances, oral traditions, and works of art produced by artists of diverse cultures, both past and present.
2. Identify audience diversity and making relevant communication or performance adjustment to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and social-economic status in today's global society.
4. Demonstrate skills and knowledge necessary for effective communication, performance, and scholarship in careers, graduate or professional schools as assessed through competency rubric.
5. Demonstrate ability to critically listen, analyze, evaluate speakers, speeches, dramatic texts, performances, visual art forms, and apply communication, performance, artistic theories, and aesthetic and technical qualities as assessed through competency rubrics.
6. Organize and deliver effective oral presentations or performance with a variety of communication or performance goals and purposes, including computer and audio-visual technologies as demonstrated by a competency rubric.
7. Appreciate the essence of group communication or performance including leadership and membership roles as well as effective participation to achieve realistic goals as assessed through competency rubric.
8. Demonstrate civic engagement by applying communication, performance, artistic skills in real life experiences in today's society and internship.

Course Student Learning Objectives(CSLOs)
Upon successful completion of this course, you will be able to:
1. Explain the communication process and barriers that inhibit effective communication; in verbal communication and online quiz at 70% accuracy level; (PSLO 6).
2. Discuss the importance of ethics, listening, audience analysis, and critical thinking in public speaking; in verbal communication and essay writing at 70% accuracy level; (PSLO 1, 2, 5).
3. Explain what items of information a researcher can apply as supporting material for a speech; in verbal communication and online quiz at 70% accuracy level; (PSLO 4).

4. Describe why speakers sometimes feel nervous about speaking in public; in verbal communication and online quiz at 70% accuracy level; (PSLO 4).
5. List and describe five patterns for organizing the main ideas of a speech; in verbal communication and online quiz at 70% accuracy level; (PSLO 4).
6. Critically analyze and evaluate speakers during communication interactions; in verbal communication and essay writing at 70% accuracy level; (PSLO 5, 7, 8).
7. Discuss why introductions and conclusions are important to the overall success of a speech; in verbal communication and presentation at 70% accuracy level; (PSLO 4).
8. Explain guidelines and demonstrate standard speech outline form and effective delivery; in written and presentation at 70% accuracy level; (PSLO 4).
9. Explain differences between informative and persuasive speech; in verbal communication and presentation at 70% accuracy level; (PSLO 4).
10. Develop and use presentation aids to help communicate effectively to an audience; in presentation at 70% accuracy level. (PSLO 6).

View CSLOs, PSLOs, & ISLOs Alignment

Course Delivery

The Jenzabar eLearning System

This course is managed using an online Learning Management System (LMS) known as Jenzabar eLearning. Jenzabar eLearning is accessed using a web browser over the Internet. You will log in using the Wildcat Web and find current courses listed under **My Courses** on the left sidebar. For help using eLearning, contact the Help Desk.

Table 1 - This table describes some of the main areas in your eLearning course.

Course Navigation	Description
Start Here	Starting point in the course; contact information, start-up information, and important documents.
Overview	Contains the Course Organizer which gives an overview/snapshot of a course and your status.
Coursework	Course content, weekly modules, instructional material, and assignments are located here.
Help & Resources	Technical Support and supplemental course resources are located in this area.
Syllabus	Find a downloadable version of your course syllabus.
Course Calendar	View the due dates and events for your course.
Gradebook	Use the Gradebook to review your grades throughout the semester.
Attendance	Review your attendance record.
Roster & Email	Communicate with your instructor and classmates via email.

Course Structure

The SC 230 Introduction to Effective Oral Communication is structured in **8 Modules**. Each Module has specific activities including chapter readings of required text, assignment of Discussion Forum, and **Pearson Revel** to be completed in two weeks.

Online Meetings

Important: This course will have three synchronous online sessions. One will be scheduled during the first week of class, midterm week, and the last week of the semester. The dates, times, and details will be announced in advance are as follows: 1st Week Wednesday August 22, 2018-4:00pm; Mid-Term Week Wednesday October 17, 2018-7:00pm; & Last Week Wednesday November 28, 2018-4:00pm.

Methods of Instruction

Teaching Philosophy

Student-Centered and Multiple Dimensional "The **teacher** is indeed **wise that does not bid you to enter the house of his wisdom** but **leads you to the threshold of your own mind.**" Kahlil Gibran

Due to my student-centered teaching philosophy, there is the need to find out, early in the semester, what teaching and learning styles students prefer so as to make necessary adjustments to the lesson plans during the semester. Hence responses to the following must be considered: *What teaching and learning methods do you prefer? Why do you prefer your choice? What do you want to learn from the course? What do you expect from your professor?*

In general, the strategies of *"Class Discussion,"* *"Cooperative Learning,"* *"Service Learning,"* *"Writing,"* and *"Classroom Technology"* will be applied during the semester.

Course Activities

Readings: This course has a requirement to complete **Chapter** readings from the required text and activities assigned for the **Module** week.

Discussions: The course has a total of eight discussions to be completed by all students; which are crucial to class participation. Each student is expected to respond by creating initial thread and post response during the first few days of the **Module** week. Then each student needs post at least two (2) peer responses by the final day of the module (usually the second Sunday). Peer responses are more than simple agreement and so appropriate additional opinion, content and research are acceptable.

Pearson Revel: The course requires all students to have access to **Pearson Revel** to complete graded activities and assignments during the Module week; as well as submission of speeches via **Pearson Revel.**

Modules:	Weekly Activities:	Module Dates:
Module 1	Course Orientation, Online Meeting 1, Access Pearson Revel, Post in Discussion 1, Review Pearson Revel, Read Chapter 1, Complete Required Pearson Revel Activities	Aug.20-Sep. 2, 2018
Module 2	Read Chapters 2, 3 & 4, Post in Discussion 2, Complete Pearson Revel Activities, Record and submit Speech 1 via Pearson Revel	Sep. 3-16, 2018
Module 3	Read Chapters 5, 6, 7, & 8, Post in Discussion 3, Complete Required Pearson Revel Activities, Complete Self-Assessment of Speech 1, Complete Speech Analysis Assignment.	Sep. 17-30, 2018
Module 4	Read Chapters 9 & 13, Post in Discussion 4, Complete Pearson Revel Activities, Record and Submit Speech 2-Informative Speech via Pearson Revel.	Oct. 1-14, 2018
Module 5	Online Meeting 2, Read Chapters 10 & 11, Post in Discussion 5, Complete Required Pearson Revel Activities	Oct. 15-28, 2018
Module 6	Read Chapters 12 & 14, Post in Discussion 6, Complete Pearson Revel Activities, Complete and Submit Speech 3-Persuasive Speech via Pearson Revel.	Oct. 29-Nov. 11, 2018
Module 7	Read Chapters 15 & 16, Post in Discussion 7, Complete Required Pearson Revel Activities, Complete Peer Evaluations via Pearson Revel.	Nov. 12-25, 2018
Module 8	Online Meeting 3, Read Appendix A, Post in Discussion 8, Complete Pearson Revel Activities, Complete and Submit Speech 4-Group Speech via Pearson Revel.	Nov. 26-Dec 12, 2018

Assessment and Grading

Methods of Evaluation

Graded Assessments	Points	Percentage
Discussion Forum Assignment-1	10	5%
Speech 1-Introductory	15	10%
Discussion Forum Assignment-2	10	5%
Speech 2-Informative	15	10%
Discussion Forum Assignment-3	10	5%
Speech Analysis	10	5%
Pearson Revel-1 -4	10	10%
Discussion Forum Assignment-4	10	5%
Speech 3-Persuasive	15	10%
Discussion Forum Assignment-5	10	5%
Discussion Forum Assignment-6	10	5%
Speech 4-Group	15	15%
Pearson Revel-5 -8	10	10%
Total:	150	100%

Letter Grade Assignment/Grading Scale

The following grading scale will be observed:

Points	Percentages	Grades	Interpretation
135 – 150	90% to 100%	A	Excellent
120 – 134	80% to 89.99%	B	Good
105 – 119	70% to 79.99%	C	Average
90 – 104	60% to 69.99%	D	Poor
0 – 89	0% to 59.99%	F	Fail

Grading Policy

Note that the minimum overall percentage to pass **SC 230** is **70%**, and you are required to participate in all graded assignments. An incomplete will be allowed to students who have passing grades and become seriously ill or suffer tragedies that prevent them from otherwise completing the course. To receive an incomplete, the illness or tragedy must be documented in a written memo clearly explaining the situation.

Course Policies and Expectations

Instructor Feedback/Communication

Feel free to contact me at any time via BCU email (do not use personal email accounts, such as Hotmail or G-mail accounts). Your instructor will respond within 48 hours to student inquiries between Monday – Saturdays.

Student Responsibilities

Regular participation in this course is expected. All students are also expected to be actively engaged in the course from the beginning through the end of the semester. **Students who do not participate will be marked absent for that week**. Attendance will be taken in each week. **Unexcused absences will result in the reduction of your final grade by at least one letter grade.** However, excused absences such as those due to personal emergencies (severe personal or family illness, personal or family tragedies, work-related emergencies) must be clearly documented within a week of the absence. If it appears that vacation or other personal plans may conflict with an assignment or exam, please make necessary adjustment plans now; leaving early for break is not grounds for making up work. Students will be graded on class participation (dependent on attendance); thus regular participation is a fundamental component of this course. (BCU Catalog pp. 65 & 393) The text will be used as a supplement so poor class participation can severely affect your grade. Students cannot switch sections. Students are expected to adhere to the Great *Bethune-Cookman University (BCU)* "**Honor Code For Student Conduct.**"

Late Work Policy

All assignments must be submitted on the due date. Written assignments that are submitted after the due date are considered late. A late assignment will result in a reduction of one letter grade for that assignment for each day it is late.

Timeliness is crucial in this course due to the valuable **nonverbal** aspect of communication. The course week for **SC 230** this semester will run from **Monday** through **Sunday**, with all assignments due not later than midnight **Eastern Time** on the assigned **Sunday** night. No **Paper** will be accepted after the last day of the Module week; and will receive **zero** if report is not received by the end of the week it is due. Late work will not be accepted without prior coordination.

Online Classroom Rules (Netiquette)

Just as you are expected to conduct yourself in a professional manner offline, you are expected to do the same in the online environment. It is important to remember these guidelines when communicating in your online courses:

- Do not dominate any discussion.
- Do not use offensive language.
- Never make fun of someone's ability to read or write.
- Use correct spelling and grammar in all written communications. Always proofread.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Keep an "open-mind" and be willing to express even your minority opinion.
- Be aware of the University's Academic Honesty Policy.
- Think before you push the "Send" button.

- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification.

Adapted from "[Netiquette: Make it Part of Your Syllabus](#)" by Alma Mintu-Wimsatt, Courtney Kernek, Hector R. Lozada. Licensed under [CC BY-NC-SA 3.0 US](#).

NOTE: Your instructor reserves the right to remove posts that are not collegial in nature and/or do not meet the and Netiquette guidelines listed above.

Disaster/Emergency Policy

In the event of a disaster, course communication, content delivery, grading procedures, and deadlines are subject to change. Communication methods may include Wildcat email, phone, or video conference. The contact information provided at the beginning of the syllabus should be kept in a safe place; it should be used to reach me in the case of an emergency. Content delivery may encompass a variety of methods such as video lessons, narrated PowerPoint presentations, podcasts, etc. Group work may use tools such as Google Docs, Google Sheets, or Google Slides which all provide opportunities for collaboration. It is imperative that you save or print a copy of your course syllabus. This will help keep you on track by using the course schedule which lists assignments, readings, and other course activities.

Institutional Policies

Academic Honesty

A student is required to maintain an honor code. As members of an academic community, which places a high value on truth and the pursuit of knowledge, students are expected to be honest in every phase of their academic life and to present, as their own work, only that which is genuinely theirs. Students have the responsibility to maintain the highest standards of academic integrity and to refrain from cheating, plagiarism or any other form of academic dishonesty. If anyone copies or paraphrases the words of another writer without acknowledgment or submits another person's work as his or her own, that person is guilty of plagiarism.

Charges of cheating on tests or examinations, plagiarism in the production of written papers, other products or processes will result in disciplinary action by the faculty and administration. This includes a reduction of grades, loss of grades, possible removal from class, or suspension. Plagiarism and cheating are major violations of the Distance Education Student Participation Agreement and Student Honor Code and may result in the student's indefinite suspension from the university. For more on this policy, reference the Academic Catalog. For more on Plagiarism, visit Plagiarism.org.

Americans with Disabilities Act

B-CU is committed to accessibility and usability for all students. Online courses are delivered using the Jenzabar eLearning platform, Jenzabar Internet Campus Solution is updated to address and resolve certain Americans with Disabilities Act compliance items. You will find that documents provided in the course are fully accessible and videos are captioned or accompanied by transcripts.

If you anticipate barriers related to the format or requirements of a course, please contact the course instructor to discuss ways to ensure full participation. If disability-related accommodations are necessary, you must register with the Office of Disability Services located in the Charles C. Parlin Center, 635 State Street, Room 101; (386-481-2172). When you have met the eligibility requirement you will be given documents to notify the course instructor of your approval for reasonable accommodations under Section 504 of the Rehabilitation Act of 1973. The student, course instructor, and the Office of Student Accessibility will coordinate a plan for accommodations.

Student Attendance & Participation

While a minimum weekly login to include a submission of an activity or assignment is required; we strongly encourage a daily login to include a completion of an activity or assignment. Full details of this policy are provided in the Student Attendance and Student Participation Agreements in your Jenzabar eLearning course. In each of your online courses, you are required to acknowledge both agreements.

Drop, Withdrawal, and Issuance of Incomplete

Visit the Bursar Office's Withdrawal Page for the universities' policies on dropping courses and withdrawal. Students may only receive refunds for courses that are cancelled by the University or courses that are dropped before the last day of late registration. Academic Calendar includes the "Last Day to Withdraw" for each semester. Forms to drop/withdraw from a course may also be found under forms on the B-CU Cyber Wildcat Center page.

Instructors may issue "I" or Incomplete grades to students who, for legitimate reasons, have not completed coursework at the time final grades must be submitted. At the time the request is made, the student must be passing the course with the required minimum grade for the course. At the discretion of the instructor, an "I" grade may be given to a student who is experiencing extraordinary personal challenges, but who has not formally requested an Incomplete grade.

Wildcat Email
All students are required to use Wildcat Email for all official college email communications.

Privacy Policy
The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords students at Bethune-Cookman University certain rights with respect to their education records. Information about your rights as a student under FERPA can be found in the Student Handbook, Student Catalog, and on the Registrar's webpage.

Proctoring
Per B-CU Distance Education Student Participation agreement, all midterm and final exams will be proctored for all online courses and blended courses when the instructor administers the midterm and final exam online. The proctor ensures the security and integrity of the exam process. Authentic assessments do not require proctoring. It is the student's responsibility to schedule proctored exams through the proctoring service. If applicable, students are responsible for any fees incurred from proctored exam. Reference the Help & Resources page in your course for more information. You can find the Proctoring FAQ and the Proctoring Approval Application on the university's webpage.

Student Grievances
Bethune-Cookman University is committed to fostering mutual respect among students, faculty, staff, and administration on the campus. In the event of concerns about fairness and equity, we seek to find solutions that do not involve having to resort to formal grievance procedures. However, when such solutions are not possible, we are committed to a formal grievance process that will result in fair and reasonable resolutions. The Student Handbook details the full grievance policy and procedures.

While attending Bethune-Cookman University, students residing outside of the state of Florida who desire to resolve a grievance, should first follow the University's student grievance procedure. However, if a grievance cannot be resolved internally, students may file a grievance with their state. Find state contact information.

Reference the Academic Catalog for complete policies and details: Academic Regulations and Policies.

Technical Assistance

Help Desk
Bethune-Cookman University Help Desk & Client Services

For technical assistance with eLearning and your online courses contact the B-CU Help Desk.

- **Phone** - (386) 481-2070
  - You are encouraged to leave a message if no one answers. A support staff will be assigned your ticket and contact you once it's received.
- **Website** - Helpdesk Request
  - Submit a ticket online by completing a Help Desk Request using the link provided.
- **Email** - helpdesk@cookman.edu
  - Submit your request via email with your request details and a ticket will automatically be generated.
- **Visit** - Faith Hall, 620 Dr. Mary McLeod Bethune Blvd., Daytona Beach, FL 32114.

Respondus Lockdown Browser
You may be required to use **Respondus Lockdown Browser**, a custom browser that locks down the testing environment, when taking online exams. You will be able to download the eLearning installer whenever a test requires this browser. For more information, reference the Respondus Student Guide in the Help & Resources area of the course.

Bibliography

Berko, R.M., Wolvin, A.D. & Wolvin, D.R. (2007). Communicating: A social and career focus. (10th ed.) Houghton Mifflin.

Devito, J. A. (2015). The essential elements of public speaking. (5th ed.)   NJ: Pearson Education Inc.

Lucas, S.E. (2007). The art of public speaking. (9th ed.) WI: McGraw Hill.

O'Hair, D., Stewart, R., & Rubenstein, H. (2007) A speaker's guidebook. (3rd ed.) MA: Bedford/St. Martin's.

Tentative Course Schedule

2 Below is the schedule with deadlines. The "Complete?" column is there to help you keep up with what you have done.

Week|| Date Range||Topic	Activity (w/Due Dates)	Complete?
Week 1 & 2 **Aug.20-Sep. 2, 2018** **Module 1/Orientation, Course Agreements, & Communication Process**	Course Orientation, Online Meeting 1-08/22/18, Access **Pearson Revel**, Post in Discussion 1, Review **Pearson Revel**, Read Chapter 1, Complete Required **Pearson Revel** Activities; 09/02/18	☐
Week 3 & 4 **Sep. 3-16, 2018** **Module 2/Audience-Centered Speaking, Free Speech, Ethics, & Listening**	Read Chapters 2, 3 & 4, Post in Discussion 2, Complete **Pearson Revel** Activities, Record and submit Speech 1 via **Pearson Revel**. 09/16/18	☐
Week 5 & 6 **Sep. 17-30, 2018** **Module 3/ Audience Analysis, Speech Development & Research, Organizing, & Outlining**	Read Chapters 5, 6, 7, & 8, Post in Discussion 3, Complete Required **Pearson Revel** Activities, Complete Self-Assessment of Speech 1, 09/30/18	☐
Week 7 & 8 **Oct. 1-14, 2018** **Module 4/ Mid-Term Exams, Introductions, Conclusions, & Informative Speaking**	Read Chapters 9 & 13, Post in Discussion 4, Complete **Pearson Revel** Activities, Record and Submit Speech 2-Informative Speech via **Pearson Revel**, 10/14/18	☐
Week 9 & 10 **Oct. 15-28, 2018** **Module 5/ Language, Style, & Delivering Speeches**	Online Meeting 2-10/17/18, Read Chapters 10 & 11, Post in Discussion 5, Complete Required **Pearson Revel** Activities, 10/28/18	☐
Week 11 & 12 **Oct. 29-Nov. 11, 2018** **Module 6/ Presentation Aids & Persuasive Speaking**	Read Chapters 12 & 14, Post in Discussion 6, Complete **Pearson Revel** Activities, Complete and Submit Speech 3-Persuasive Speech via **Pearson Revel**, 11/11/18	☐
Week 13 & 14 **Nov. 12-25, 2018** **Module 7/ Persuasive Strategies & Special Occasion Speaking**	Read Chapters 15 & 16, Post in Discussion 7, Complete Required **Pearson Revel** Activities, Complete Peer Evaluations via **Pearson Revel**, 11/25/18	☐
Week 15 & 16 **Nov. 26-Dec 12, 2018** **Module 8/ Speaking in Group & Final Group Speeches**	Online Meeting 3-11/28/18, Read Appendix A, Post in Discussion 8, Complete **Pearson Revel** Activities, Complete and Submit Speech 4-Group Speech via **Pearson Revel**, 12/12/18	☐

CSLOs, PSLOs, & ISLOs Alignment

SC 230 Introduction to Effective Oral Communication-Course Student Learning Objectives Alignment

Course Student Learning Objectives **CSLO**	CST&D Program Student Learning Outcomes **PSLO**	Institutional Student Learning Outcomes **ISLO**
1. Explain the communication process and barriers that inhibit effective communication, in verbal communication and online quiz at 70% accuracy level.	6. Organize and deliver effective oral presentation or performance with a variety of communication or performance goals and purposes, including computer and audio-visual technologies as demonstrated by a competence rubric.	**ISLO 6** Literacy and Communication.
2. Discuss the importance of ethics, listening, audience analysis, and critical thinking in public speaking in verbal communication and essay writing at 70% accuracy level.	**1**, 2, 5**.** Recognize, critique and demonstrate appreciation for performances, oral traditions, and works of art produced by artists of diverse cultures, both past and present.	**ISLO 1, 2, 3, 4, 5** The African American Experience; Faith; Reasoning; Moral and Ethical Judgment; Knowledge of Human Cultures.
3. Explain what items of information a researcher can apply as supporting material for a speech in verbal communication and online quiz at 70% accuracy level.	4. Demonstrate skills and knowledge necessary for effective communicators, performers, and scholars in careers, graduate or professional schools as assessed through competency rubric	**ISLO 1, 3, 4, 5, 8** The African American Experience; Reasoning; Moral and Ethical Judgment; Knowledge of Human Cultures; Practical Knowledge and Skills.
4. Describe why speakers sometimes feel nervous about speaking in public, in verbal communication and online quiz at 70% accuracy level.	4. Demonstrate skills and knowledge necessary for effective communicators, performers, and scholars in careers, graduate or professional schools as assessed through competency rubric.	**ISLO 5, 8** Knowledge of Human Cultures; Practical Knowledge and Skills.
5. List and describe five patterns for organizing the main ideas of a speech, in verbal communication and online quiz at 70% accuracy level.	4. Demonstrate skills and knowledge necessary for effective communicators, performers, and scholars in careers, graduate or professional schools as assessed through competency rubric	**ISLO 1, 3, 4, 5, 8** The African American Experience; Moral and Ethical Judgment; Knowledge of Human Cultures; Practical Knowledge and Skills.
6. Critically analyze and evaluate speakers during communication interactions, in verbal communication and essay writing at 70% accuracy level.	5, 7, **8**. Demonstrate civic engagement by applying communication, performance, artistic skills in real life experiences in today's society and internship	**ISLO 1, 2, 3, 4, 5, 6, 7, 8** The African American Experience; Faith, Reasoning; Moral and Ethical Judgment; Knowledge of Human Cultures; Literacy and Communication; Leadership, Service, and Entrepreneurship; Practical Knowledge and Skills.
7. Discuss why introductions and conclusions are important to the overall success of a	4. Demonstrate skills and knowledge necessary for effective communicators, performers, and	**ISLO 1, 3, 4, 5, 8** The African American Experience; Reasoning; Moral and Ethical

speech, verbal communication and presentation at 70% accuracy level.	scholars in careers, graduate or professional schools as assessed through competency rubric	Judgment; Knowledge of Human Cultures; Practical Knowledge and Skills.
8. Explain guidelines and demonstrate standard speech outline form and effective delivery, in written and presentation at 70% accuracy level.	4. Demonstrate skills and knowledge necessary for effective communicators, performers, and scholars in careers, graduate or professional schools as assessed through competency rubric	**ISLO 1, 3, 4, 5, 8** The African American Experience; Reasoning; Moral and Ethical Judgment; Knowledge of Human Cultures; Practical Knowledge and Skills.
9. Explain differences between informative and persuasive speech, verbal communication and presentation at 70% accuracy level.	4. Demonstrate skills and knowledge necessary for effective communicators, performers, and scholars in careers, graduate or professional schools as assessed through competency rubric	**ISLO 1, 3, 4, 5, 8** The African American Experience; Reasoning; Moral and Ethical Judgment; Knowledge of Human Cultures; Practical Knowledge and Skills.
10. Develop and use presentation aids to help communicate effectively to an audience, in presentation at 70% accuracy level.	6. Organize and deliver effective oral presentation or performance with a variety of communication or performance goals and purposes, including computer and audio-visual technologies as demonstrated by a competence rubric.	**ISLO 6, 8** Literacy and Communication; Practical Knowledge and Skills.