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The First Year Experience (FYE) and the Basic Communication Course: Insights from Theory and Practice

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According to the National Information Center for Higher Education and Policy Analysis in 2002, 26.4% of first time, first year students do not return for a second year in four year institutions (http://www.highered info.org/dbrowser/index.php?measure=67). While this figure has improved from earlier reports, it still means that over one-fourth of students who begin college, do not persist into their second year; they do not graduate. Given the competition for tuition dollars, states' financial exigencies, the increasing costs of public and private education, and the call for greater fiscal responsibility by colleges and universities from state legislatures, taxpayers and donators, the twin problems of retention and persistence have hit us in our pocket books and thereby captured our attention anew. As institutions and educators, we have learned that Joe College, as Schoch (1980) terms the stereotypical student of a now by-gone era, no longer enrolls in our universities, lives in our dorms, or attends our classes. We are faced with the need for new models to address the characteristics and needs of today's 18 year-old, beginning college students. Specifically, we are faced with reconfiguring our approaches to higher education whether

we speak of student services, residential life, academic support, course content, or classroom pedagogy. Communication programs and specifically, basic courses are not exempt from these pressures and, as a result, also face the need to reconceptualize courses and programs (Worley & Worley, 1999).

In partial response to these multiple pressures, institutions of higher learning have responded with first-year experience (FYE) programs. While these programs incorporate different emphases and approaches, depending on the institution, research confirms that the first year of college, in fact, actually the first six weeks, are critical to retention (Newcomb & Wilson, 1966; Terenzini, et. al, 1996). What role might the basic oral communication course (BOCC) play in these endeavors? In other words, how can we catch the ongoing interest in FYE and make sure that we link the goals of the BOCC with FYE initiatives? This article proposes a descriptive approach in response to this question, which explores how our discipline addresses these issues, and how basic course instructors can without adding additional pedagogical burdens integrate curricular objectives common to the basic course with first-year student concerns. In this way, the article addresses both the theory and practice of integrating first-year student needs with the strengths of our discipline and the basic course, in particular. First, background is provided for understanding FYE origins, research, initiatives, and resources.

FYE BACKGROUND

Numerous issues accompany students' first year in college, which is a year of transition. These issues have been enumerated by a variety of researchers, institutions, and focused projects. Most notably, the National Resource Center for the First-Year Experience and Students in Transition at the University of South Carolina has led the way in these endeavors (see http://www.sc.edu/fye/index.html) under the leadership of John Gardner whose work focuses on transitional issues attending college students (e.g., Gardner, 1986). More recently, The Higher Education Institute at the University of California at Los Angeles (UCLA) launched a research initiative entitled the First Year College Initiative (http://www.gseis.ucla.edu/heri/yfcy/), in cooperation with the Policy Center on the First Year of College at Brevard College in Brevard, North Carolina and is actively engaged in improving the first-year experience

Additionally, a significant body of research has emerged since the early days of Gardner's work, which Koch (2001) has summarized in an annotated bibliography. This bibliography identifies studies that focus on a wide variety of issues, including academic advising (Upcraft and Kramer, 1995), surviving the first year (Upcraft & Gardner, 1989), retention and success of first-year learners (Pascarella & Terenzini, 1980), and technology as it relates to FYE (Windschitl & Leschem-Acherman, 1997). From this germinal work, a team of professors in higher education have developed a FYE holistic model that synthesizes, integrates and informs first

year initiatives (Center for Teaching and Learning, 1998b). This model identifies four critical aspects of the first-year experience including helping students to: (1) develop important academic skills, defined as "developing academic and intellectual capabilities"; (2) find personal direction, which is conceptualized as students reflecting on a personal vision and as a result "expressing values for a thoughtful career and lifestyle"; (3) develop relational skills or the social and emotional skills important to an "identity as a maturing student possessing effective and supportive interpersonal relationships"; and, (4) navigate the college environment, which includes attending to "personal health and wellness as well as a secure and stable work environment" (Center for Teaching and Learning, 1998b).

As a result of research and the subsequent model developed regarding the first-year experience of college students, numerous initiatives have emerged. Johnson, Staton, and Jorgensen-Earp (1995) report that these initiatives include first-year orientation programs, first-year seminar programs, parental orientation programs, and peer involvement in orienting new first-year students. Research suggests these FYE initiatives are, to some degree, successful in enhancing retention, persistence, academic achievement, and institutional cultural change, including housing first-year students in designated dormitories (Schein & Bowers, 1992; Guell, 2003; Pascarella & Terenzini, 1981), creating learning communities, or "LCs" (Levine, 1999; Guell & Hantzis, 2001), orientation programs (Strumpf & Hunt, 1993), seminars (Maisto & Tammi, 1991; Wilkie & Kuckuck, 1989), freshmen interest groups, or "FIGs" (Fidler, 1991; Tonkuno & Campbell, 1992), employing peer tutors

(Elliot, 1985; Santa Rio, 1992), and providing faculty development (Cross, 1990) in order to support the pedagogical initiatives essential to FYE programs (see also http://www.brevard.edu/ fyc/Survey/index.htm).

FYE initiatives have also resulted in a wide range of resources that may assist students, faculty, and institutions in addressing first-year issues. Representative resources include conferences sponsored by the National Resource Center for the First-Year Experience and Students in Transition, teleseminars provided by Thomson Learning (see http://thomsonlearning.webex.com), and almost 150 textbooks focused on the FYE (http://www.sc.edu/fye/resources/fyr/text.html). These textbooks fall into four main categories: college success textbooks (e.g. Langan, 2003), study skills textbooks (e.g., Wong, 1997, Pauk, 1997), readers (e.g., Gordon & Minnick, 2002) and critical thinking textbooks (e.g., Chaffee, 1999), but all of these textbooks address common FYE issues, which arise from extant FYE research. In an analysis of a convenience sample of five of these texts (Shepherd, 1998; Hopper, 1998; Kanar, 1998; Gardner & Jewler, 2003; Golden & Lesh, 1997) we discovered that all five relate to some degree to the four areas of the FYE holistic model discussed earlier.

The first area, academic skills, is discussed in all of the texts. Topics include how to listen and take notes in class, how to develop effective study habits, how to manage one's time, and how to take tests successfully. Four of the five texts address how to engage class discussion, how to work in small groups, how to read textbooks and how to organize ideas; three discuss how to identify one's learning style, and only one discusses such issues as how to make oral presentations, how to

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think critically, how to develop computer literacy, how to use the library, how to learn actively, how to learn math and science, and how to develop written communication abilities.

In the second area, four of the five texts in the sample also discuss goal setting as a way to realize personal direction. Specifically, the authors focus on setting short-term goals that call for personal planning in order to reach the immediate objectives, as well as goals that are further away, and yet obtainable within a relatively short time, such as graduation. Additionally, these texts include discussion of long term goals, such as selecting a major area of study and preparing for future careers.

In the third area, all of the texts speak to students' needs to develop socio-emotional skills. These texts discuss such issues as learning how to build effective relationships with others through, first, understanding self, and then, secondly, through developing a repertoire of interpersonal skills that enable one to forge relationships with peers, faculty, staff, administrators, and co-curricular and extra-curricular groups and organizations. Specific topics include relating to roommates, developing friendships, and finding a faculty mentor.

Finally, in the fourth area all but one of the texts in this sample include discussions of environmental concerns such as caring for one's personal health and well-being, successfully navigating campus culture, and dealing with the financial pressures of attending college. Specifically, the authors address issues such as financial aid, the use of alcohol and drugs, ethical and value-based decision-making, thoughtful sexual decisions, and ways to manage stress. In short, the authors of these texts address the issues found in the holistic, integrated

model of the FYE and echo many of the concerns in FYE literature.

In addition to understanding topics important to the FYE college success courses, we need a clearer understanding of the relationship of the communication discipline to FYE issues and, more specifically, we need a review of the content typically found in the basic oral communication course, in order to advance the integration of the two, which is the intention of this essay.

THE ROLE OF COMMUNICATION AND THE FYE

Communication Research and FYE

Our discipline has an impressive history with regard to first-year student issues, as is revealed in representative extant research. A survey of our literature indicates early and ongoing studies that link communication and the FYE. A number of connections have been made, including adjusting first-year students to a speaking situation (Chenoweth, 1940; Cordray,1943; Sandefur, 1953), investigation of FY students listening skills (Dow, 1955; McClendon, 1958; Cottrill and Alciatore, 1974), the need for effective placement tests in communication education (Ellis, 1966), the impact of a course in speech communication on the self-concept of first-year learners (Furr, 1970), and the link between learning styles and communication skills among students-at-risk (Gorham & Self, 1987). In more recent research, Jorgensen-Earp and Staton (1993) investigated the link between first year students' use of metaphors and perceptions of socialization, while Johnson, et al. (1995) investigated "the communication perspectives of freshmen

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as they adjust to the new environment and their role as university students during the first academic term of their first year" (p. 337). Thompson and Pledger (1999) argue that the discipline of communication provides a foundation for effective FYE learning communities, while Chesebro and Worley (2000) identify ways that our discipline can respond effectively to first year institutional initiatives.

The link between communication apprehension and academic achievement has been studied by several communication researchers. Garrison, Seiler, and Boohar (1978) were the first to note a direct positive correlation between communication apprehension and academic achievement. Additional findings suggest that high communication apprehension increases the likelihood of dropping out, and is correlated with poorer academic performance and low GPA (Bourhis & Allen, 1992; McCroskey, Booth-Butterfield, & Payne, 1989). Given that retention and persistence remain primary objectives in FYE initiatives, additional links between student success and communication apprehension remain an important concern for our discipline. Additional research on this relationship can add important insight into first-year students who are at risk.

Communication Content and FYE

Not only does our disciplinary research connect us with FYE, but also communication content provides numerous and important links to the FYE. For example, Dance (2002) argues that as a result of communication pedagogy in the basic course we should enhance "the student's conceptual acuity by means of heightening the

student's public speaking ability" (p. 355) while Durkin and Main (2002) identify oral communication skills as important transferable skills for first-year students. Smith (1997) argues that there is an important correlation between "learning to speak and speaking to learn" (p. 49), while Shaw (2002) contends that oral communication skills are among the fundamental skills required of social science students which should be developed during their general education and then refined as they complete undergraduate degrees. The National Communication Association has also identified important pedagogical parameters and objectives for both first-year learners and college graduates (see Quainthy (1990); Jones (1994); Morreale & Rubin, 1997), noting the pedagogical, personal, and professional significance of oral communication skills.

Additionally, first-year college success textbook authors echo this sentiment. For example, Gardner & Jewler (2003) dedicate a large portion of one of their twenty chapters to reviewing basic public speaking principles and also stress skills such as listening, collaborative learning, interpersonal communication, and small group interaction. Kanar (1998) identifies five essential classroom skills three of which (listening, making oral presentations, and participating in class and group activities) are clearly linked to communication pedagogy. Virtually all of the other texts provide similar connections, because it is clear that communication knowledge and skills are fundamental to most of the aspects of the FYE. Moreover, even if unconsciously, students recognize their need for communication pedagogy. For example, Young (2004) reports that only about 37%

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of incoming first-year students express confidence in their public speaking abilities.

Worley, Worley, & Soldner (2004) summarize the important connection between the FYE and communication by addressing first-year learners and listing some of the communication issues they will face as they enter academic settings: (a) listening to professors explain concepts; (b) engaging class discussions; (c) establishing friendships with other students; (d) developing a comfortable working relationship with an academic advisor; (e) posing questions of and talking with professors, staff, and administrators; (f) expressing opinions and insights clearly in class discussion; (g) negotiating relationships with significant others and family members; and (h) addressing relevant campus and community issues of personal concern. These authors, again addressing first-year learners, also note:

> Whether you are analyzing your self-talk; taking notes from a lecture; engaging a small group project; talking with your friends, family or partners; posing a question in class; planning next semester's courses with your advisor; or articulating your position on an issue of concern on your campus oral communication is fundamentally important. (p. 5)

THE ROLE OF THE BASIC ORAL COMMUNICATION COURSE (BOCC) AND THE FYE

To this point, we have provided background to the FYE and traced the connections between the FYE and the discipline of communication. We turn now to identifying specific ways in which the basic oral communica-

tion course (BOCC) can further enhance this linkage by discussing the content of the BOCC, competencies for the BOCC, concerns that may potentially arise from these connections and, finally, connections between the FYE and BOCC content and competencies.

Content of the BOCC

In 1996 Morreale, Hanna, Berko, and Gibson (1999) surveyed directors and instructors of the basic course in the sixth investigation of the BOCC that first began in 1974. As a result, they identified the content of the BOCC as it is presently configured. The authors summarize the topics that receive the most emphasis in the BOCC whether the course is a public speaking or hybrid course. Given that most courses (55%) focus either on public speaking or take hybrid approaches (30.1%) (Morreale, et al., 1999, p. 14), it is not surprising that the BOCC emphasizes public speaking instruction, even though other areas are also included. While a public speaking focus certainly offers several potential links with FYE initiatives, the hybrid course is, in all probability, even more flexible in this regard, even though substantive links with FYE initiatives may be realized in either orientation.

In summary, Morreale, et al. (1999) report that basic course content focuses upon fourteen content areas as expressed in the above table. These topic areas provide us with an opportunity to compare and contrast basic course content with the topics commonly represented in college success texts. However, the National Communication Associations outcome statements for speaking

Table 1
Topic Frequency in the Basic Communication Course

Topic	Frequency	Percent
1. Informative speaking	248	84.9
2. Persuasive speaking	240	82.2
3. Audience analysis	206	70.5
4. Delivery	200	68.5
5. Outlining	173	59.2
6. Listening	171	58.6
7. Supporting material	171	58.6
8. Speech anxiety	141	48.3
9. Reasoning	127	43.5
10. Nonverbal communication	117	40.0
11. Interpersonal communication	112	38.4
12 Communication theory	109	37.3
13. Critical thinking	108	37.0
14. Language	100	34.2

Note: From Morreale, Hanna, Berko and Gibson (1999)

and listening for the basic course adds yet another valuable layer to this analysis.

Competencies for the BOCC

The document entitled "Expected Student Outcomes for Speaking and Listening: Basic Communication Course and General Education," originally published by Quianthy (1990) and found on NCA's website (see http://www.natcom.org/nca/Template2.asp?bid=264), begins with the following explanation:

> The following student outcomes represent some of the expectations for students taking a basic communication course and/or participating in the general education requirements of a school. Basic course or general education students need speaking and listening skills that will help them succeed in future courses and on the job. They need to be able to construct and deliver messages and listen with literal and critical comprehension. The basic course can provide knowledge of effective communication techniques, an arena for developing and practicing skills, and positive feelings about communicating in the future. Instructors and administrators could use some or all of the expected student outcomes to inform the design of a basic communication course. Academic institutions could use some or all of the outcomes to describe campus expectations for students in regard to the general education curriculum (Rosenbaum, 1994).

As this preface statement indicates, given Quianthy's (1990) work the National Communication Association has a number of general guidelines that inform the resulting outcome statements. In essence, the outcome statements focus on speaking and listening and rest upon a holistic approach to developing communication knowledge, skills and dispositions with particular emphasis on the ability to develop and deliver messages, while also attentively and critically receiving messages produced by others. In order to ensure that the comparison table provided later is clear, we have provided a reformulated outline of the outcomes statements in order to reference particular sections or statements by referring to their respective outline symbols since the original document is not organized in this fashion (see Appendix 1).

This outline provides clear outcome statements that may be used to inform basic course content and pedagogy. These statements also prove helpful in devising meaningful assessments for the basic course. However, in this context these statements provide important, recognized standards that encourage us to think critically about basic course content as linked to first year success programs.

Linking FYE and BOCC

Although there are some immediate connections between the topics typically addressed in college success texts, the content of the BOCC, and NCA outcome statements for the BOCC, practical ways that encourage these links are essential for these connections to be apparent and useful to teachers and students in the basic communication course. While some may have initial concerns about this integration, we believe that the approach we outline in the remainder of this essay helps allay any concerns. Specifically, in the series of tables that follow, we offer representative, albeit not exhaustive, ways to facilitate these connections. We contend that BOCC content and FYE issues enjoy a symbiotic relationship that offer an opportunity to stress the immediate relevance of our discipline and the BOCC for first-year students, while also positioning our courses academically and politically to serve important initiatives in our institutions, thereby increasing the importance of the course and the likelihood of continuing support from those who control the purse strings in our institutions. At the same time, the approach we are advocating considers our primary audience for the BOCC,

encourages relevance of the BOCC for this primary audience, and enhances the opportunities for engaging students in learning. There is, to our knowledge, no firm data regarding the average number of first-year students enrolled in the BOCC in institutions throughout the U. S. However, estimates, based on data collected from the 26 institutions represented at the 2004 Basic Course Conference (Williams, 2004) and averaged across the 4,182 colleges and universities in the U. S. (N. A., 2004) suggest that we may serve as many as 7, 945, 800 students each year in the BOCC. Once again, we do not know what percentage of these students are first-year students, but if we assume that 60% of the students enrolled annually in the BOCC are first-year students, which is a conservative estimate, then we serve as many as 4,767,480 first-year students in the BOCC each year! If we take our own claims about audience analysis seriously, then perhaps it is time that we seriously consider the integration we propose in this essay, knowing that we can make this adjustment without violating the integrity of our discipline and, at the same time cooperate with rather than compete with other programs or initiatives on our campuses.

Specific Connections Between FYE and BOCC

Having provided background to the FYE, disciplinary connections to the FYE, and essential information regarding the BOCC, we now move to offer practical suggestions for implementing this linkage. What follows is a series of tables (Tables 2-5) that show potential FYE connections between college success course topics, basic communication course content, NCA's outcome state-

Table 2
Academic Skills

Success Topics	Basic Course Content	NCA Outcomes	FYE Connections
Oral Presentations	Informative and persuasive speeches: audience analysis, delivery, outlining, supporting material, speech anxiety, reasoning, nonverbal communication, language	I, A-D	Link topic selection with other course work to practice the presentation; observe oral presentations on campus and in classes & evaluate them; evaluate a lecture in another course as an informative speech; critique a TV, print, video or Internet speech (see www.Americanrhetoric.com for an excellent resource)
Oral Participation	Informative speaking; small group theory & practice (if a hybrid course)	I, A; II: III, A: IV, A, C, J	Explain how small group concepts inform class discussion; have students complete a small group project central to class discussion or present a group speech
Organizing Ideas	Outlining; speech organization; listening	I, C: III	Teach outlining, listening and organization by having students practice note-taking in other classes which are then used as examples in class discussion; create an outline while listening to other student speakers and then evaluate organization;

Critical Thinking	Persuasive speaking; critical thinking and listening	I, A-C; IV	Topic selection that focuses speeches on campus or community issues; analyze student organization materials, universities' publications or recruitment materials, course syllabi, etc. for arguments, evidence, attitudes; evaluate editorials in student newspaper
Research Skills	Finding and using supporting material for speeches	I, C, 2	Internet exercises; library tour or scavenger hunt; requiring particular kinds of evidence from specific types of sources for speech outlines; conducting an information-gathering interview as part of evidence for a speech; locate source of information for specific FYE issue
Computer Literacy	Finding and using supporting materials for speeches; visual aids	I, C, 2	Use computer to search for sources & evidence; word processing for outlines; develop and employ visual aids (e.g. PowerPoint); web-linked materials for course; require email interaction; use discussion board

Table 2 — *Academic Skills (continued)*

Writing	Public speaking; audience analysis; organization; supporting materials; reasoning; language	I, A-C; I, D, 3 (a, b)	Identify public speaking skills as transferable to writing; use rubrics to grade papers; correct inaccurate speech outlines; identify three different ways to gain attention in an introduction; craft clear thesis statements as a group
Learning tyles	Audience Analysis	I, A-C	Identify learning styles as way to analyze audiences, especially when other methods are not readily available (see Sellnow (2002) & Schaller & Callison (1998))
Reading	Public speaking organization (outlining); language, critical thinking	I, C; III; IV, A-H	Critique course texts, Internet websites, sample student papers or manuscripts of speeches for organization, language and ideas
Time Management	Public speaking time restraints	I, B, 2	Have students read a short manuscript that is impromptu and then read again after it is practiced; practice and time speech at three different levels of preparation; use speech lab for consultation or support

Table 3

Personal Direction

Success Topics	Basic Course Content	NCA Outcomes	FYE Connections
Oral Presentations	Informative and persuasive speeches:	I, A-D	Link topic selection to personal values, objectives, requirement of academic major, ways to succeed in a tough course, or future occupation.

Table 4

Developing Social and Emotional Skills

Success Topics	Basic Course Content	NCA Outcomes	FYE Connections
Self-perception	Interpersonal communication	II, B	Analyze scenarios that describe typical FYE questions and/or problem with self-perceptions and strategies for addressing them; complete series of communication measures
Building relationships with others	Interpersonal Communication	II, C	Link and reflect upon interpersonal concepts (e.g., relational stages, self-disclosure, intimacy, conflict) to relationships in college context (e.g. a roommate)
Stress and anxiety	Communication Apprehension	I, D	Demonstrate how techniques for reducing CA offers general stress reduction strategies
Assertiveness	Interpersonal Communication; developing assertive messages	II	Identify situations (e.g. financial aid, the health center) where students need a sense of agency & practice creating and delivering messages for dealing with these

Media Stereotypes	Critical consumption (listening); persuasive speeches; interpersonal communication (how media impacts self-perception); media literacy	IV	Critique media (especially campus media) images in terms of reasoning, evidence, appeals, bias, attitude & purpose; relate these to self image
Impression Management	Delivery & interpersonal communication	I, D; II, D	Analyze the self-presentation of a public speaker (on campus), a professor in another course, or an interpersonal scenario on video (TV, movie) for effective/ineffective strategies

Table 5

Environmental Issues

Success Topics	Basic Course Content	NCA Outcomes	FYE Connections
Campus resources available to students	Informative speeches; supporting material; interpersonal communication; small group project	I, A-D; II, A, D	Informative speech topics focused on various campus activities and resources; interviewing personnel and use as supporting material in informative speech; small group scavenger hunt to discover location of resources and report to class and bring back printed materials for students
Diversity	Audience analysis; interpersonal communication; communication theory; listening	I, A-C; II; III	Include gender, ethnic diversity, etc. issues in topic selection for speeches; analyze argument patterns and delivery styles in different cultures; identify differences in interpersonal interactions with those different than self through journaling; analyze an intercultural communication critical incident and relate to communication concepts; explore role of listening in understanding diversity
Health & Well Being	Informative & persuasive speaking	I, A-D	Speech topic selection focused on health and wellness issues related to college students (e.g., alcohol, sex, drugs, diet, exercise, ǥ dd'Ya Ybl gʺ

ments and FYE. Each aspect of first year student experience originally identified in the first section of this essay (i.e., academics, personal direction, social and emotional skills and environment) serve as organizing frameworks for each of the tables.

CONCLUSION

In this essay we demonstrate that the content found in FYE course texts and emphasized in FYE literature easily links with basic course content without essentially changing the content or violating NCA's outcome expectations, especially if we refocus some of the pedagogy in the BOCC. This approach does not undermine the value of typical basic course content, but, rather, makes the content even more relevant to the students' present lived experience, while also strategically positioning the basic course within institutions of higher learning. We may hope that such a connection will not only heighten first year students' interest in the basic course, but also help to build connections with their other course work, their respective educational institutions, as well as other human beings on campus, and ultimately their commitment to remain in college and persist to the completion of their degree. Extant research confirms that when we address first year student needs and concerns we enhance the likelihood that they will, indeed, pursue their education both for their ultimate benefit and ours.

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APPENDIX 1

EXPECTED STUDENT OUTCOMES FOR SPEAKING AND LISTENING: BASIC COMMUNICATION COURSE AND GENERAL EDUCATION

I. SPEAKING COMPETENCIES
   A. Determine the purpose of oral discourse
      1. Identify the various purposes for discourse.
      2. Identify the similarities and differences among various purposes.
      3. Understand that different contexts require different purposes.
      4. Generate a specific purpose relevant to the context when given a general purpose.
   B. Choose a topic and restrict it according to the purpose and the audience.
      1. Identify a subject that is relevant to the speaker's role, knowledge, concerns and interests.
      2. Narrow the topic adapting it to the purpose and time constraints for communicating.
      3. Adapt the treatment of the topic to the context for communication.
   C. Fulfill the purpose of oral discourse by:
      1. Formulating a thesis statement.
         a. Use a thesis as a planning tool.
         b. Summarize the central message in a manner consistent with the purpose
      2. Providing adequate support material.
         a. Demonstrate awareness of available types of support.
         b. Locate appropriate support materials.

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        c. Select appropriate support based on the topic, audience, setting, and purpose.

   3. Selecting a suitable organizational pattern.

        a. Demonstrate awareness of alternative organizational patterns.

        b. Demonstrate understanding of the functions of organizational patterns including:

           i. clarification of information

           ii. facilitation of listener comprehension

           iii. attitude change

           iv. relational interaction

        c. Select organizational patterns that are appropriate to the topic, audience, context and purpose.

   4. Demonstrating careful choice of words.

        a. Demonstrate understanding of the power of language.

        b. Select words that are appropriate to the topic, audience, purpose. context, and speaker.

        c. Use word choice in order to express ideas clearly, to create and maintain interest, and to enhance the speaker's credibility.

        d. Select words that avoid sexism, racism, and other forms of prejudice.

   5. Providing effective transitions.

        a. Demonstrate understanding of the types and functions of transitions.

        b. Use transitions to:

           i. establish connectedness.

           ii. signal movement from one idea to another.

           iii. clarify relationships among ideas.

D. Deliver the message in accord with the topic, purpose, and audience.

   1. Employ vocal variety in rate, pitch and intensity

     a. Employ vocal variety to heighten and maintain interest.

     b. Use a rate that is suitable to the message, occasion, and receiver.

     c. Use pitch (within the speakers optimum range) to clarify and emphasize.

     d. Use intensity appropriate for the message and audible to the audience.

2. Articulate clearly.

     a. Demonstrate knowledge of the sounds of the American English language.

     b. Use the sounds of the American English language.

3. Employ language appropriate to the designated audience.

     a. Employ language that enhances the speaker's credibility, promotes the purpose, and the receiver's understanding.

     b. Demonstrate that the use of technical vocabularies, slang, idiomatic language, and regionalisms may facilitate understanding when communicating with others who share meanings for those terms but can hinder understanding in those situations where meanings are not shared.

     c. Use standard pronunciation.

     d. Use standard grammar.

     e. Use language at the appropriate level of abstraction or generality.

4. Demonstrate nonverbal behavior that supports the verbal message.

     a. Use appropriate paralanguage (extraverbal elements of voice such as emphasis, pause. tone, etc.) that achieves congruence and enhances the verbal intent.

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    b. Use appropriate kinesic elements (posture, gesture, and facial expression) that achieve congruence and enhance the verbal intent.

    c. Use appropriate proxemic elements (inter-personal distance and spatial arrangement) that achieve congruence and enhance the verbal intent.

    d. Use appropriate clothing and ornamentation that achieve congruence and enhance the verbal intent

II. INTERPERSONAL COMPETENCIES

  A. Demonstrate appropriate interpersonal skills for various contexts.

  B. Display self-awareness as a communicator.

  C. Select from a repertoire of interpersonal skills those strategies that enhance relationships.

  D. Use a conversational mode through self-presentation and response to feedback.

III. LISTENING COMPETENCIES

  A. Recognize main ideas.

    1. Distinguish ideas fundamental to the thesis from material that supports those ideas.

    2. Identify transitional, organizational, and non-verbal cues that direct the listener to the main ideas.

    3. Identify the main ideas in structured and un-structured discourse,

  B. Identify supporting details

    1. Identify supporting details in spoken messages.

    2. Distinguish between those ideas that support the main ideas and those that do not.

    3. Determine whether the number of supporting details adequately develops each main idea.

   C. Recognize explicit relationships among ideas
1. Demonstrate an understanding of the types of organizational or logical relationships.
2. Identify transitions that suggest relationships.
3. Determine whether the asserted relationship exists.

   D. Recall basic ideas and details
1. Determine the goal for listening.
2. State the basic cognitive and affective contents, after listening.

IV. CRITICAL COMPREHENSION

   A. Attend with an open mind
1. Demonstrate an awareness of personal, ideological and emotional biases.
2. Demonstrate awareness that each person has a unique experience.
3. Demonstrate awareness that ones knowledge, experience, and emotions affect listening.
4. Use verbal and nonverbal behaviors that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.

   B. Perceive the speaker's purpose and organization of ideas and information.
1. Identify the speaker's purpose.
2. identify the organization of the speaker's ideas and information,

   C. Discriminate between statements of fact and statements of opinion.
1. Distinguish between assertions that are verifiable and those that are not.

   D. Distinguish between emotional and logical arguments.
1. Demonstrate an understanding that arguments have both emotional and logical dimensions.

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    2. Identify the logical characteristics of an argument.

    3. Identify the emotional characteristics of an argument.

    4. Identify whether the argument is predominantly emotional or logical.

E. Detect bias and prejudice.

    1. Identify instances of bias and prejudice in a spoken message.

    2. Specify how bias and prejudice may affect the impact of a spoken message.

F. Recognize the speaker's attitude

    1. Identify the direction, intensity, and salience of the speaker's attitude as reflected by the verbal messages.

    2. Identify the direction, intensity, and salience of the speaker's attitude as reflected by the nonverbal messages.

G. Synthesize and evaluate by drawing logical inferences and conclusions.

    1. Draw relationships between prior knowledge and the information provided by the speaker.

    2. Demonstrate an understanding of the nature of inference

    3. Identify the types of verbal and nonverbal information.

    4. Draw valid inferences from the information.

    5. Identify the information as evidence to support views

    6. Assess the acceptability of evidence.

    7. Identify the patterns of reasoning and judge the validity of arguments.

    8. Analyze the information and the inferences in order to draw conclusions.

   H. Recall the implications and arguments.
       1. Identify the arguments used to justify the speaker's position.
       2. State both the overt and implied arguments.
       3. Specify the implications of these arguments for the speaker, audience, and society at large.

   I. Recognize discrepancies between the speaker's verbal and nonverbal messages.
       1. Identify when the nonverbal signals contradict the verbal message.
       2. Identify when the nonverbal signals understate or exaggerate the verbal message.
       3. Identify when the nonverbal message is irrelevant to the verbal message.

   J. Employ active listening techniques when appropriate.
       1. Identify the cognitive and affective dimensions of a message.
       2. Demonstrate comprehension by formulating questions that clarify or qualify the speaker's content and affective intent
       3. Demonstrate comprehension by paraphrasing the speaker's message.