

AUDIENCE.

1. Identify a subject that is relevant to the audience'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:

Formulating a thesis statement.

1. Use a thesis as a planning tool.

2. Summarize the central message in a manner consistent with the purpose.

c. clarify relationships among ideas

skills suitable to the topic, purpose, and audience. Specifically, the competent speaker should exhibit the following competencies by demonstrating the abilities included under each statement.

1. EMPLOY VOCAL VARIATION IN RATE, PITCH, AND INTENSITY

skills suitable to the context and the audience. Specifically, the competent speaker should exhibit interpersonal competence by demonstrating the following abilities

1. Demonstrate appropriate interpersonal skills for various contexts.
2. Display self-awareness as a communicator.
3. Select from a repertoire of interpersonal skills those strategies that enhance relationships.
4. Use a conversational mode through self-presentation and response to feedback.

II. LISTENING COMPETENCIES

Listening is the process of receiving, constructing meaning from, and responding to spoken and or nonverbal messages. People listen in order to comprehend information, critique and evaluate a message, show empathy for the feelings expressed by others, or appreciate a

performance. Effective listening includes both literal and critical comprehension of ideas and

D. RECALL BASIC IDEAS AND DETAILS.

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

The COMPETENT LISTENER must also listen with critical comprehension. Specifically, the competent listener should exhibit the following competencies by demonstrating the abilities included under each statement.

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 perspective.

3. Demonstrate awareness that one's 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

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 inferences.

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 patterns of reasoning and judge the validity of arguments.
8. Analyze the information and 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.

Part Two

Expectations for Speaking and Listening for College Graduates

Basic skills are minimal expectations necessary for effective functioning in society and in the workplace. These skills must result in effective outcomes and be seen as appropriate (a) by the audience, (b) in the context expected, and (c) for the purpose specified.

important issues or problems, draw conclusions, and understand others to manage conflict better and empathize with their colleagues. Jones concluded that "advanced skills in both

writing and speech communication require the development of reasoning skills" (p. 38). Speech communication educators have long been teaching reasoning skills because they realized that even basic communication skills require sound reasoning.

The advanced skills (Table 4) could be used to describe expectations for graduates from any academic discipline. So each discipline could examine these skills and determine applications for their graduates. Faculty and alumni groups could identify examples of how the skills could be utilized by their graduates. In capstone courses and before graduation, students' skills could be assessed through observation and testing. The department and the institution could use the assessment results to inform their course offerings.

3. identify their communication goals.
4. use summary statement(s) in appropriate contexts.

5. outline the key points and sub-points of their presentation.

6. accomplish their communication goals.
7. select the most appropriate and effective medium for communicating.

II. SPEECH COMMUNICATION SKILLS

A. CONTEXT AND SITUATION ANALYSIS

1. adapt to changes in audience characteristics

2. choose and narrow a topic as appropriate according to the occasion

A. SITUATION ANALYSIS

1. recognize when another does not understand their message.
2. identify and manage misunderstandings.
3. recognize when it is inappropriate to speak.

B. RELATIONSHIP MANAGEMENT

1. manage conflict.
2. allow others to express different views.
3. effectively assert themselves.

C. INFORMATION EXCHANGE

1. listen attentively to questions and comments from other communicators.
2. ask questions effectively.
3. answer questions concisely and to the point as inquir

4. give concise and accurate directions.

D. CONVERSATION MANAGEMENT

1. be open-minded about another's point of view.

2. convey enthusiasm effectively through delivery

V. ORAL MESSAGE EVALUATION

4. identify important points when given oral instructions.

5. distinguish main points from supporting details

Table 3: Basic Skills for Persuading, Informing, and Relating

10. listen attentively.
11. select and use the most appropriate and effective medium for communication.
12. convey enthusiasm for one's topic.
13. structure a message with an introduction, main points, useful transitions, and a conclusion.

II PERSUADING SKILLS

- A. Students can (a) construct a persuasive message, adapted to the audience, purpose, and context of the situation, (b) present the message, using effective delivery, reasoning, and organizational pattern, and (c) achieve their persuasive goals.
- B. Students can tell when someone is trying to persuade them and critically evaluate those attempts to influence.
- C. Specifically, students can:
 1. defend their positions with evidence and reasoning.
 2. use an effective organizational pattern to persuade.
 3. adapt the message to the audience and communicative context.
 4. provide feedback to someone who is trying to persuade them.
 5. distinguish fact from opinion.
 6. distinguish between informative and persuasive messages.
 7. evaluate critically another's spoken or mediated messages and attempts to influence.
 8. identify others' level of receptivity to the message.
 9. recognize when others do not agree.

questions, and follow directions.

C. Specifically, students can:

6. describe others' viewpoints.
7. describe differences in opinion.
8. express their feelings to others when appropriate.
9. perform social rituals (introductions, telephone answering, greetings, farewells).
10. maintain conversations by taking turns, managing the interaction, reciprocal conversation, self-disclosure, and altercentrism.
11. receive affinity (e.g., compliments) from others.
12. work on collaborative projects in teams.
13. keep group discussions relevant and focused.

Table 4: Advanced Communication Skills
(Morreale & Rubin, 1997)

College graduates should be able to:

1. Identify and adapt to changes in audience characteristics.
2. Incorporate language that captures and maintains audience interest in message.

3. Identify and manage misinterpretations.

1. Incorporate information from a variety of sources to support message

2. Identify and use appropriate statistics to support the message.

3. Use motivational appeals that build on values, expectations, and needs of the audience.

4. Develop messages that influence attitudes, beliefs, and behaviors.

III. RELATING TO OTHERS

1. Manage and resolve group conflicts effectively.

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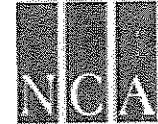
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COMMUNICATION CURRENTS

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Proficient Enough?

... 25% of today's college graduates enter

Teach students how to transfer their communication skills. Instructors commonly express frustration when their students