

# Speaking & Listening Learning Goal

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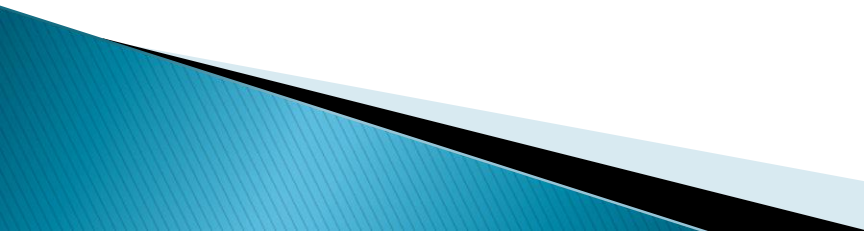
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# The Need for Speaking & Listening

- ▶ Communication abilities are central to:
  - Interpersonal relationships
  - Professional relationships
  - Civic participation
- ▶ Communication skills require scaffolding
  - First exposure in required introductory course
  - Application in general education
  - Application in major courses
- ▶ Changing expectations – Common Core

# The Revised Learning Goal

EIU graduates prepare, deliver, and critically evaluate presentations and other formal speaking activities by:

- Collecting, comprehending, analyzing, synthesizing and ethically incorporating source material.
  - Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose.
  - Developing and organizing ideas and supporting them with appropriate details and evidence.
  - Using effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure.
  - Using effective vocal delivery skills, including volume, pitch, rate of speech, articulation, pronunciation, and fluency.
  - Employing effective physical delivery skills, including eye contact, gestures, and movement.
  - Using active and critical listening skills to understand and evaluate oral communication.
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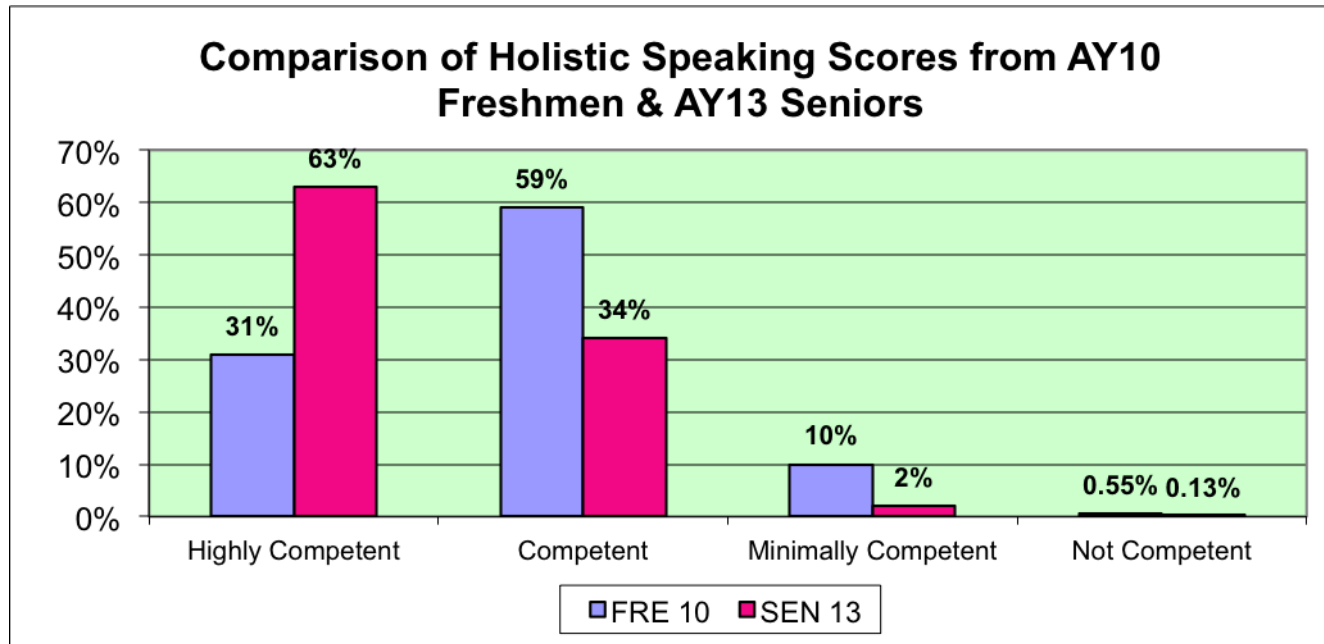
# Where We Are Now (Students)

## ▶ 1310 Course Assessment Data

Question	Pre (n=670)	Post (n=424)
I feel comfortable delivering a speech	36%	81%
I know how to verbally cite	22%	90%
I am unsure how to establish credibility	47%	7%
I can create a formal outline	41%	89%
I do not feel confident organizing	27%	7%
I know how to critique a speech	26%	80%

# Where We Are Now (Students)


## ▶ CASL Speaking Across the Curriculum Data




# Where We Are Now (Faculty)

- ▶ Data from faculty survey on speaking
  - 49% feel moderately or very prepared to teach
  - 74% of courses have no speaking objectives
  - 26% provide course materials or instruction

# Challenges for Students

- ▶ Adapting messages for oral delivery
  - ▶ Over-reliance on notes
  - ▶ Communication apprehension
  - ▶ Preparing effectively for presentations (time management, effective practice sessions)
  - ▶ Meeting expectations for formality/professionalism
  - ▶ Demonstrating confident and fluent delivery
  - ▶ Creating and using effective visual aids
  - ▶ Giving and receiving constructive criticism
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# Challenges for Instructors

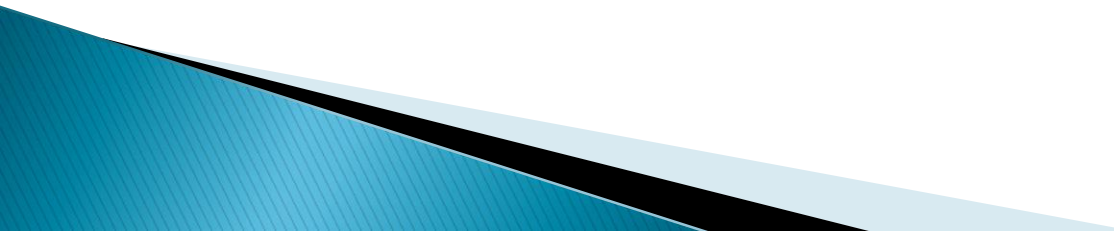
- ▶ Building on skills and knowledge gained in the foundational oral communication course through instruction and assignments
  - ▶ Balancing attention to and assessment of content and delivery
  - ▶ Assessing students with a variety of skill levels and backgrounds
  - ▶ Giving constructive criticism
  - ▶ Resource referral
  - ▶ Establishing pedagogical relevance of oral communication
  - ▶ Communicating the need/relevance of oral communication skills
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# For Discussion

- ▶ What challenges do you think students/teachers face when it comes to learning/teaching speaking and listening?

# Audience Adaptation

- ▶ Demographic Analysis
  - ▶ Psychological Audience Analysis
  - ▶ Situational Audience Analysis
  - ▶ Adapting for the classroom
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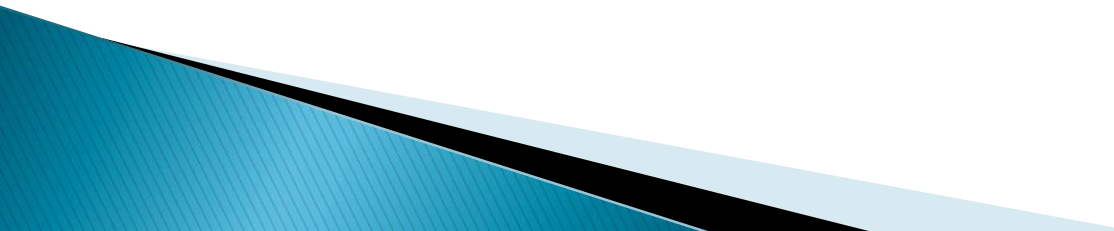
# For Discussion

- ▶ In what ways might audience adaptation be applicable in your courses/discipline?

# Adapting Messages for Oral Delivery

- ▶ Listenable messages
  - Are tailored for a listening audience
  - Require translation, practice, and revision
  - Make content digestible
  - Are active and personal
  - Include organizational devices (previews, transitions, internal summaries) that reinforce the message
  - Include concrete examples

# For Discussion

- ▶ What instructional strategies could you use to help your students better adapt messages in your courses / discipline for oral delivery?
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# Critical Listening

## ▶ Critical Listeners:

- Distinguish between facts and inferences
- Evaluate a speakers' supporting evidence
- Consider their own biases
- Consider the implications/consequences of the message

# For Discussion

- ▶ In what ways might critical listening be applicable in your courses/discipline?

# Feedback/Constructive Criticism

## ▶ When giving feedback to others

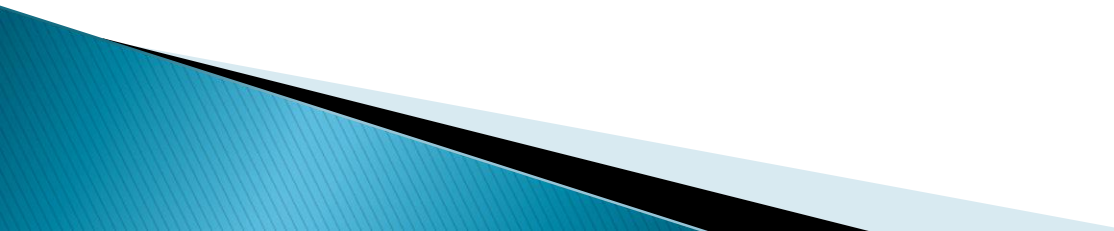
- Be specific & descriptive
- Be positive
- Be constructive
- Be realistic
- Be relevant
- Set goals for next time

## ▶ When giving feedback to self

- Don't be your own worst critic
- Identify strengths and weaknesses
- Evaluate yourself within the context
- Set goals for next time



# For Discussion

- ▶ In what ways might feedback/constructive criticism be applicable in your courses/discipline?
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# Assessing Oral Communication

	<b>4 Highly Competent</b>	<b>3 Competent</b>	<b>2 Minimally Competent</b>	<b>1 Not Competent</b>
<b>Organization</b>	Arrangement of ideas clearly related to topic; well organized with introduction, body, conclusion; good transitions; introduction includes attention-getter, statement of thesis, credibility information; conclusion includes summary and closure.	Conveyed a central idea or topic; most information presented in logical structure; adequate introduction, body, conclusion; adequate transitions.	Attempted to focus on an idea or topic; ideas were loosely connected to topic; structure unclear; introduction, body, conclusion detectable but not comprehensive; transitions unclear.	Had little or no focus on central idea or topic; no apparent logical structure; introduction, body, or conclusion absent; lacked transitions.
<b>Language</b>	Appropriate standards of usage for situation and audience; consistently used varied sentence structure and word choice; evidence of precise and vivid language; unfamiliar terms defined.	Used some varied sentence structure and word choice; unfamiliar terms easily interpreted; adequate standards of usage employed.	Unfamiliar terms not easily interpreted; little varied sentence structure and word choice; minimal evidence of appropriate standards of usage.	Inadequate standards of usage; no varied sentence structure and word choice; unfamiliar terms not defined.

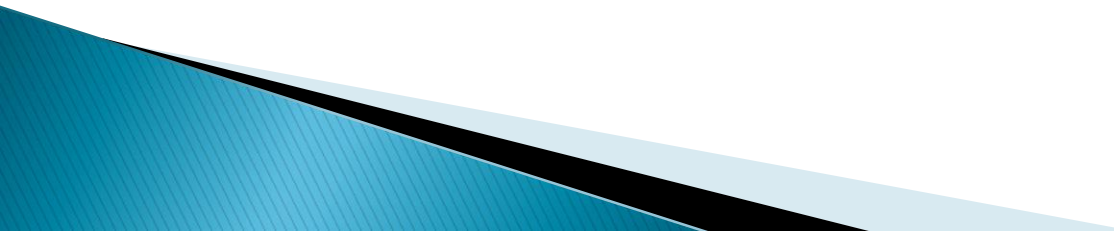
# Assessing Oral Communication

<p><b>Material</b></p>	<p>Content highly specific, credible, relevant, sufficient, interesting; evidence supported topic; connection between support and main points is clear; content was appropriate to situation and audience; information source accurately cited.</p>	<p>Content adequately specific, credible, relevant, sufficient, interesting; lacked support for some points; partial audience adaptation of content; some information sources cited.</p>	<p>Content minimally specific, credible, relevant, sufficient, interesting; minimal support; few information sources cited; little audience adaptation of content.</p>	<p>Content not specific, credible, relevant, sufficient, interesting; ideas not supported; information sources not cited; lacks audience adaptation of content.</p>
<p><b>Analysis</b></p>	<p>Presentation clearly adapted to the audience and situation; approach and structure highly consistent with overall purpose; strong evidence of critical thinking.</p>	<p>Some evidence of adaptation to the audience and situation; approach and structure consistent with overall purpose; some evidence of critical thinking.</p>	<p>Inconsistent adaptation to audience and situation; approach and structure inconsistent with overall purpose; inconsistent evidence of critical thinking.</p>	<p>Limited adaptation to audience and situation; approach and structure not appropriate for the overall purpose; lacks evidence of critical thinking.</p>

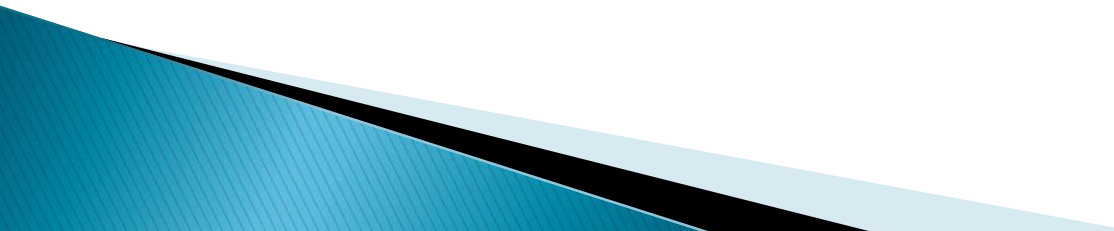
# Assessing Oral Communication

<b>Nonverbal Delivery</b>	Did not read from notes and/or audio visual materials; clearly engaged audience through consistent eye contact and gestures; responsive to audience reaction.	Referred occasionally to notes and/or audio visual materials; engaged audience through eye contact and gestures; aware of audience reaction.	Relied heavily on notes and/or audio visual materials; exhibited minimal awareness of audience; infrequent eye contact or gestures; some distracting mannerisms.	Read directly from notes and/or audio visual materials; exhibited little or no audience awareness, gestures, or eye contact; frequent, distracting mannerisms.
<b>Verbal Delivery</b>	Voice varied in pitch, volume, rate, and emphasis; appropriate enthusiasm; free of fillers (ahs, uhms, ers); highly effective articulation and pronunciation.	Some variation in pitch, volume, rate, and emphasis; some fillers (ahs, uhms, ers); effective articulation and pronunciation.	Limited variation in pitch, volume, rate, and emphasis; some distracting fillers (ahs, uhms, ers); minimally effective articulation and pronunciation.	No variation in pitch, volume, rate, or emphasis; fillers (ahs, uhms, ers) detract from the presentation; lack of clear articulation and pronunciation.

# Application: Practice Assessment

- ▶ As we watch the sample video, complete the evaluation worksheet
  - ▶ We will discuss in small groups after
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# Where We Want to Be

- ▶ General education scaffolding
  - ▶ Speaking “consultants” in each college
  - ▶ Benchmarks for end of sophomore year and graduation
  - ▶ More integration with other learning goals
  - ▶ Abundant materials for personalized faculty development
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# Resources

- ▶ Many more resources can be found on our learning goals webpage:
- ▶ [www.eiu.edu/learninggoals/speaking.php](http://www.eiu.edu/learninggoals/speaking.php)