

## OUTCOMES BASED LEARNING MATRIX

**Course:** 40105 Speech Communication  
Communicative Arts

**Department:**

While completing the table below, remember that the individual outcomes you list in the first column should answer this question: **What must the learner know and be able to do at the end of the course?** Items in the third column should answer the question: **How do we know?** The second column is where teachers can be most creative; it's for pedagogy. Each rectangle in column one should contain just one outcome; the corresponding rectangles in columns two and three, however, may contain more than one item. Using the code at the end of the matrix, indicate the core competencies being strengthened by the outcomes activities and the assessment tools.

<b>*COURSE OUTCOMES</b>	<b>OUTCOMES ACTIVITIES</b>	<b>ASSESSMENT TOOLS</b>
1. The student will be able to identify and strengthen personal verbal and nonverbal skills in a friendly and supportive environment in order to apply these skills in future work, classroom and personal life settings.	1. Demonstrating effective delivery skills including appropriate volume, vocal variety, facial expressions, eye contact and gestures during oral presentations. (OC, CT) 2. Participating in class discussions (OC, CT) 3. Working in small groups to develop rapport and trust.(OC, CT) 4. Interpersonal communication exercises (OC,CT,R) 5. In-class interviews (OC, CT, W)	<ul style="list-style-type: none"> <li>• Speech critique forms (W,R,CT)</li> <li>• Study question responses in portfolios (W, CT, R)</li> <li>• Oral feedback on group discussions (OC, CT)</li> <li>• Video feedback (CT)</li> </ul>
2. The student will develop confidence in speaking in front of an audience of peers in order to feel comfortable communicating in future work, classroom, and	1. Identifying speech anxiety (CT, W) 2. Working in small groups (OC,CT, R) 3. Participating in class	<ul style="list-style-type: none"> <li>• PRCA-24 Scale (R,W,CT)</li> <li>• Oral feedback on group discussions (OC, CT)</li> <li>• Study question responses in portfolios (W, CT, R)</li> </ul>

personal life settings	<p>discussions (OC, CT)</p> <ol style="list-style-type: none"> <li>4. Completing oral presentations (OC,CT, R)</li> <li>5. In-class interviews (OC, CT, W)</li> <li>6. Impromptu speeches (OC, CT)</li> </ol>	<ul style="list-style-type: none"> <li>• Speech critique forms (W,R,CT)</li> </ul>
3. The student will identify and strengthen personal listening skills in order to communicate successfully in future work, classroom, and personal life settings	<ol style="list-style-type: none"> <li>1. Classroom listening exercises (OC, CT)</li> <li>2. Observing and tracking listening behaviors outside of class (W, CT)</li> <li>3. Identifying main ideas and supporting details in peers' presentations (CT, R, W, OC)</li> </ol>	<ul style="list-style-type: none"> <li>• Study question responses in portfolios (W, CT, R)</li> <li>• Commentary on group presentations (OC, CT)</li> <li>• Successful completion of written and oral assignments (CT,W, R, OC)</li> </ul>
4. The student will learn to express ideas clearly and concisely by organizing, supporting with evidence and delivering informative speeches to an audience of peers.	<ol style="list-style-type: none"> <li>1. Determining the purpose of the speech. (CT, W, R)</li> <li>2. Brainstorming topics in groups(OC, CT)</li> <li>3. Formulating a clear thesis statement. (OC, W, CT)</li> <li>4. Practice mapping and outlining in class (CT, W, OC)</li> <li>5. Constructing an outline (CT,W, TS)</li> <li>6. Researching and organizing support materials (CT,R, W, TS)</li> <li>7. If appropriate, demonstrating a technique(OC,CT)</li> <li>8. If appropriate, teaching others to perform a task (OC, CT)</li> </ol>	<ul style="list-style-type: none"> <li>• Successful completion of an informative speech outline (CT, W, R, TS)</li> <li>• Successful completion of the informative speech presentation (CT, OC, W, R, TS)</li> <li>• Speech critique forms (W,R,CT)</li> </ul>
5. The student will learn to express	1. Determining the purpose of the	• Successful completion of an

<p>ideas clearly and concisely by organizing, supporting with evidence and delivering persuasive speeches to an audience of peers.</p>	<p>speech. (CT, W, R)  2. Brainstorming topics in groups(OC, CT)  3. Formulating a clear thesis statement. (OC, W, CT)  4. Practice mapping and outlining in class (CT, W, OC)  5. Constructing an outline (CT,W, TS)  6. Researching and organizing support materials from print and electronic sources(CT,R, W, TS)  7. Using evidence to defend a point of view (CT, R, W, TS,OC)</p>	<p>persuasive speech outline (CT, W, R, TS)  • Successful completion of the persuasive speech presentation (CT, OC, W, R, TS)  • Speech critique forms (W,R,CT)</p>
<p>6. The student will identify strengths and weaknesses in their own organizational skills, research efforts, and delivery skills in order to improve their communication skills in future work, classroom and personal life settings</p>	<p>1. Viewing video files of one’s own performances (CT)  2. Writing self evaluations of performances (CT,W)</p>	<p>• Study question responses in portfolios (W, CT, R)  • Video feedback (CT)</p>
<p>7. The student will identify strengths and weaknesses in their peers’ organizational skills, research efforts, and delivery skills in order to be able to evaluate others’ communication skills in future work situations.</p>	<p>1. Summarizing oral arguments (OC,CT,W)  2. Giving written feedback to peers (W,CT)  3. Giving oral feedback to peers in class in small groups (OC, CT)  4. Participating in class discussions (OC, CT)</p>	<p>• Study question responses in portfolios (W, CT, R)  • Oral feedback on group discussions (OC, CT)</p>

\*Try to express an outcome as an infinitive phrase that concludes this sentence: **At the end of the course, the students should be able to . . .** Finding the line between too general and too specific can be difficult. In an English Composition course, for instance, it is probably too general to say, "The student should be able to write effective essays." It is probably too specific to say, "The student should be able to write an introductory paragraph of at least 50 words, containing an attention-getting device, an announcement of the narrowed topic, and an explicit thesis sentence." Just right might read, "The student will write introductions that gather attention and focus the essay."

\*\*Indicate the Core Competencies that apply to the outcomes activities and assessment tools: Critical Thinking (CT); technology skills (TS); oral communications (OC); quantitative skills (QS); reading (R); writing (w).