

## OUTCOMES BASED LEARNING MATRIX

**Course:** 40107 Oral Interpretation

**Department:** Communicative Arts

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 through the performance of literature 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, gestures 2.Working in small groups to develop rapport and trust (OC, CT)	<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>• Videotape feedback (CT)</li> </ul>
2.The student will develop confidence in speaking in front of an audience of peers in order to feel comfortable in communicating in future work, classroom and personal life settings	1.Identifying speech anxiety(CT) 2.Completing oral presentations 3.Working in small groups 4.Participating in class discussions (OC,CT, W, R)	<ul style="list-style-type: none"> <li>• PRCA-24 Scale (R,W,CT)</li> <li>• Oral feedback in group discussions (OC, CT)</li> <li>• Study question responses in portfolios (W, CT, R)</li> <li>• Interpretative Reading critique forms (W,R,CT)</li> </ul>

<p>3. Through the use of the dramatic approach to analyzing literature, the student will learn to identify the main speaker or character in a piece of literature in order to communicate that speaker's message to the audience.</p>	<p>1. Applying a set of questions to selections of prose fiction, drama and poetry prior to performing that selection for an audience.</p>	<ul style="list-style-type: none"> <li>• Study question responses in portfolios (W, CT, R)</li> <li>• Successful completion of written and oral assignments (CT,W, R, OC)</li> </ul>
<p>4. The student will identify strengths and weaknesses in their own presentations in order to improve their communication skills in future work, classroom and personal settings</p>	<p>1. Viewing videotapes of one's own performances. 2. Writing written feedback to one's own performances.</p>	<ul style="list-style-type: none"> <li>• Study question responses in portfolios (W, CT, R)</li> </ul>
<p>5. The student will identify strengths and weaknesses in their peers' performances in order to be able to evaluate others' performances in future work situations.</p>	<p>1. Giving written feedback to peers. 2. Giving oral feedback to peers in class in small groups. (W,CT, OC)</p>	<ul style="list-style-type: none"> <li>• Written assessments. (CT,W)</li> <li>• Class participation. (CT,OC)</li> </ul>

\*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).