

BMG 53 Course Outline as of Fall 2002**CATALOG INFORMATION**

Dept and Nbr: BMG 53 Title: ORAL COMMUN IN ORGS

Full Title: Oral Communication in Organizations

Last Reviewed: 1/25/2021

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	13	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

Develop speaking skills to effectively and confidently deliver oral presentations in organizational settings. Analyze audiences, research topics, and prepare and deliver presentations.

Prerequisites/Corequisites:**Recommended Preparation:**

Eligibility for ENGL 100 or ESL 100.

Limits on Enrollment:**Schedule of Classes Information:**

Description: Develop speaking skills to effectively and confidently communicate ideas through oral presentations in organizational settings. (Grade Only)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 100 or ESL 100.

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area B	Communication and Analytical Thinking	Effective: Fall 1981	Inactive:
CSU GE:	Transfer Area		Effective:	Inactive:
IGETC:	Transfer Area		Effective:	Inactive:
CSU Transfer:	Transferable	Effective:	Fall 1981	Inactive:
UC Transfer:		Effective:		Inactive:

CID:

Certificate/Major Applicable:

Certificate Applicable Course

COURSE CONTENT

Outcomes and Objectives:

Students will:

1. Analyze the basic communication process as developed by Claude Shannon and Warren Weaver: the source or sender, the message, the channel, and the receiver.
2. Prepare an audience analysis for each presentation which includes analyzing and evaluating collected data.
3. Design the purpose statement for specific topic for each presentation.
4. Distinguish between credible and non-credible sources of references; create a credibility statement and evaluate its effectiveness within the presentation.
5. Select and utilize applicable, appropriate references to research specific presentation topics and create a bibliography of references for each presentation.
6. Examine types of supplementary material such as statistics, illustrations, narratives, quotations, testimonies, and case studies; provide examples of appropriate supplementary materials to support specific ideas and concepts; select direct information and supplementary material for each presentation and evaluate effectiveness for inclusion.
7. Analyze the types of organizational sequence used for presentations. such as chronological sequence, cause and effect sequence, problem-solution sequence, compare and contrast statement and organize the main points in a sequence that is logical to the chosen topic for each presentation.
8. Create a clear, comprehensive outline of the presentation including the introduction, the body, distinguishing between main points, subordinate points, supporting materials, and the conclusion for each presentation.

9. Create transition words and phrases to be used between the introduction the main points in the body of the presentation, and the conclusion, in order to make ideas more meaningful and connected.
10. Examine the purpose of the introduction and conclusion of a presentation. Analyze the types of introductions typically used for presentations such as a rhetorical question, yes-no question, quotation, example, story, illustration, shocking statement, startling statistic, personal reference, compliment, or reference to the occasion.
11. Analyze the types of conclusions typically used for presentations such as a summary of main points, a challenge, or an appeal.
12. Examine non-verbal communication and select effective gestures and non-verbal communication techniques to enhance each presentation.
13. Compare the types of visual aids and select the most appropriate and effective visual aid and evaluate inclusion for each presentation.
14. Create and deliver informational presentations and persuasive presentations including the preparation of the audience analysis, the comprehensive outline, and the bibliography.

Topics and Scope:

The communication process

1. A communication model
2. The communication model applied to oral presentations

Styles of Delivery

1. Manuscript
2. Impromptu
3. Memorized
4. Extemporaneous

General direction of an oral presentation

1. Informative
2. Persuasive

Listening Behaviors

1. Active listening
2. Passive listening
3. Empathic listening
4. Evaluative

Audience Analysis

1. Their perception of the speaker
2. Their perception of the topic
3. Their needs and motivations
4. Social groups to which they belong:
 - Age, gender, religion, cultural and ethnic origin, education, occupation, income, geographic location, social organizations, and specific target groups
5. The occasion
 - a. The purpose of the occasion
 - b. The physical location of the event
 - c. the expectations of the speaker

Assignment:

Prepare and deliver four oral presentations incorporating the desired outcomes and objectives.

Critique presentations using established standards to achieve desired outcomes.

Writing assignments will require students to:

- Create audience analyses,
- Create bibliographies, and
- Create comprehensive outlines

Problem solving assignments will include analysis

- of audiences,
- Selecting appropriate topics,
- Researching topics,
- Selecting appropriate organizational pattern,
- Selecting and evaluating the credibility statement,
- Selecting appropriate visual aids, and
- Selecting complementary introduction and conclusion.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework

Writing
10 - 20%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Homework problems, Field work, Lab reports

Problem solving
10 - 15%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances

Skill Demonstrations
40 - 70%

Exams: All forms of formal testing, other than skill performance exams.

Multiple choice, True/false

Exams
10 - 25%

Other: Includes any assessment tools that do not logically fit into the above categories.

None

Other Category
0 - 0%

Representative Textbooks and Materials:

Speaking for Success, By Jean Miculka, South-Western Educational Publishing, 1999.

