

## WTCS Repository

10-801-151 Communication Skills 1

# Course Outcome Summary

### Course Information

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|  | Description | Designed to improve the student's speaking, writing, and listening skills through practical reading, writing, and speaking assignments. This course emphasizes summarizing, analyzing and sythesizing information from sources. It also focuses on the construction and presentation of short speeches. The class assumes competence in English grammar and paragraph structure.  An in-class essay of at least five paragraphs is required.  A minimum of three essays of at least 500 words (5 paragraphs) is required.  A documented essay using MLA style of documentation is required. A Works Cited page in MLA style is required.  A minimum of three extemporaneous speeches is required. |
|  | Total Credits | 3.00 |

Pre/Corequisites

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| Prerequisite | Each Wisconsin Technical College determines the General Education course prerequisites used by their academic institution. If prerequisites for a course are determined to be appropriate, the Final Course Outcome Summary must identify the prerequisites approved for use by the individual Technical College. |

### Course Competencies

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| 1 | Apply the conventions of academic essay writing. |
|  | Assessment Strategies |
|  | by meeting deadlines established for assignments  by meeting all requirements specified by the instructor for length, content and format of documents  by revising and submitting documents that incorporate comments from instructors and/or peers  by preparing word-processed drafts of essays |
|  | Criteria |
|  | Your performance will be successful when: |
|  | learner writes essays that contain an introduction, a body and a conclusion  learner writes a thesis statement  learner develops thesis statements through the use of supporting details, evidence and analysis  learner chooses an appropriate organizational plan for the essay  learner writes paragraphs with topic sentences and supporting details, evidence, and analysis (paragraph coherence)  learner constructs the essay through a series of well-crafted paragraphs, with each paragraph contributing to a dominant idea (essay coherence)  learner uses transitional phrases to show logical connections between paragraphs  learner writes sentences that are grammatically correct  learner observes standard rules for punctuation and mechanics  learner writes essays that are free of spelling an typographical errors  learner writes essays that observe the conventions for academic diction  learner's sentences reflect originality, conciseness and clarity |
| 2 | Write essays |
|  | Assessment Strategies |
|  | by writing a total of 2500 words of polished writing  by writing a minimum of 3 essays that meet all expectations stated by the instructor for content and length  by completing all prewriting exercises assigned by the instructor  by revising essays through a prescribed peer review  by preparing word-processed essays |
|  | Criteria |
|  | Your performance will be successful when: |
|  | learner applies the conventions of academic essay writing  learner uses a process of prewriting, drafting, revision, and editing to complete each essay  learner writes essays that demonstrate knowledge of a variety of rhetorical patterns (involving some, but not all: compare/contrast, classification, analogy, definition, analysis, etc)  learner writes essays for a variety of purposes (involving some, but not all: informative, explanatory, evaluative, persuasive, narrative, descriptive)  learner writes essays that are unified  learner writes essays that are coherent  learner writes essays that explore a topic in-depth |
| 3 | Revise essays |
|  | Assessment Strategies |
|  | by participating in revision exercises  by revising essays and submitting them for additional review  by using word-processed essays |
|  | Criteria |
|  | Your performance will be successful when: |
|  | learner revises essays using evaluation from self, peers and/or instructor  learner participates in all peer review exercises as assigned  learner prepares essays that are free of typographical and spelling errors  learner recognizes essential parts of an essay (thesis statement, logical organization, topic sentences, sufficient evidence, coherence, unity)  learner judges appropriateness of suggestions for revision  learner adds, deletes, rearranges or rewrites information based on suggestions  learner prepares essays that follow standard guidelines for format (margins, spacing, indention, page numbering, etc)  learner copy-edits essays for mechanical and grammatical correctness |
| 4 | Develop and sharpen listening skills |
|  | Assessment Strategies |
|  | in written and oral form  through quizzes and/or listening exercises |
|  | Criteria |
|  | Your performance will be successful when: |
|  | learner identifies common distractions  learner identifies and uses active listening techniques  learner identifies and uses note-taking techniques  learner determines a speaker's purpose and organizational pattern  learner recognizes a speaker's non-verbal cues  learner paraphrases information accurately |
| 5 | Develop and demonstrate skills in speaking |
|  | Assessment Strategies |
|  | in a minimum of three extemporaneous speeches |
|  | Criteria |
|  | Your performance will be successful when: |
|  | learner identifies the elements of a speech presentation  speeches are coherent and unified, and contain an introduction, body and a conclusion  speeches incorporate appropriate visual aid where applicable  learner uses appropriate verbal and non-verbal language  learner cites sources of information  learner evaluates speeches by using oral and written critiques |
| 6 | Use the research process |
|  | Assessment Strategies |
|  | by meeting all requirements the instructor has specified for content and length of assigned research paper  by meeting all requirements the instructor has specified for number and types of sources to be compiled for the research paper  by preparing word-processed documented essays  by successfully completing a library-orientation project |
|  | Criteria |
|  | Your performance will be successful when: |
|  | learner identifies types of information required for a topic  learner identifies sources that are credible and current  learner gathers information from appropriate sources (eg, the library, the Internet, personal interviews)  learner prepares accurate summaries of information gathered from sources  learner supports a thesis with supporting evidence taken from sources  learner identifies and documents sources  learner recognizes what constitutes plagiarism |