

CORE 102
Advanced Written and Oral Communication

1. Catalog Entry

CORE 102
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Three hours lecture (3).

Prerequisite: CORE 101

Further development of students' writing and speaking skills with attention to applied critical thinking and information literacy. The course will introduce students to basic elements of reasoning and critical thinking and their use in persuasive communication. Students will develop competency in information literacy and will learn the basic mechanics of public speaking by making oral presentations. This course has been approved for Core Curriculum credit in University Core A.

2. Detailed Description of Content of Course

This course continues the emphasis of the Core sequence on the composing process, and the relationship between reading, critical thinking, writing, and speaking, but also:

- The rhetorical principles that inform successful oral and written communication;
- Key concepts in argumentation including informal fallacies;
- Research as inquiry, using both print and digital sources to gather information on a topic;
- Evaluation of the quality of information;
- Use of information as evidence to support arguments.

Students will also develop their reading skills by analyzing texts. Students will learn to set aside their own feelings about these texts or the ideas therein, focusing instead on producing an objective, critical analysis of the texts.

3. Detailed Description of Conduct of Course

The University Core A Handbook is a required text. Instructors may choose additional readings in order to develop the course.

The assignments are:

A. Textual Analysis

Students will analyze a primary text alongside secondary texts which comment on it. They will learn the difference between primary and secondary texts, and evaluate the secondary texts as arguments with logical structures, explicit and implicit assumptions, and supporting evidence. In their written analysis, students will summarize, paraphrase, and quote from the texts, documenting them correctly in a works cited page.

B. Researched Essay

Students will write a paper for which they first conduct research in order to answer a research question related to their topic. A visit to the Radford University library and

exposure to its various research tools, such as the computerized catalog system, major indexes, and electronic sources will orient the students to the library's offerings. Instructors will assign and evaluate the various steps in the research process as well as the finished product, including but not restricted to annotations of their sources and a working bibliography. Annotations will both summarize and evaluate the usefulness of sources.

C. Informative Speech

Students will present orally on their research topic to both inform their audience. They will learn the basics of oral presentation and be evaluated both on content and presentation. They will be asked to reflect on their speech and the speeches of others.

4. Goals and Objectives of the Course

This course combines the goals and objectives of the four Core A areas, which are to be fulfilled by the entire Core A sequence. Developmental outcomes have been prepared for this course in relation to the Core Curriculum goals and outcomes document below:

Upon completion of University Core A, Radford University students will have achieved competency in four key concept areas: written communications, oral communication, critical thinking, and technology/information literacy.

Goal 1: Radford University students will demonstrate competency in critical reading, standard written English, audience-specific writing, clear and effective prose, and other elements of composition.

Radford University students will be able to:

- effectively use standard written English (including grammar, punctuation, spelling, and sentence structure) to construct a thesis-driven essay supported by reasonable arguments
- demonstrate the writing process through invention, organization, drafting, revision, editing, proofreading, and presentation
- choose appropriate genres and styles when writing for a variety of different audiences
- describe and evaluate critically a variety of print and other sources, synthesize and document material appropriately, and avoid plagiarism when developing a research paper

Goal 2: Radford University students will be able to communicate orally in clear and coherent language appropriate to purpose, occasion, and audience.

Radford University students will be able to:

- identify and explain components of and influences on the communication process in interpersonal, small group, and public speaking contexts
- demonstrate effective listening and critical analysis skills in interpersonal, small group, and public speaking contexts
- identify and apply communication strategies appropriate to audiences in interpersonal, small group, and public speaking contexts
- identify and demonstrate communication skills appropriate in interpersonal, small group, and public speaking contexts

Goal 3: Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation.

Radford University students will be able to:

- apply the processes of deduction, induction, and other key elements of logical reasoning
- create a well-reasoned argument by evaluating the validity of ideas and information, providing evidence and support, and arguing against competing claims when applicable
- analyze issues, solve problems, and apply reasoning to everyday situations
- evaluate written and verbal arguments by discerning any logical fallacies, distinguishing between documented fact and opinion, examining explicit and implicit assumptions, and assessing the use of evidence to draw inferences and conclusions

Goal 4: Radford University students will be able to acquire, analyze, and synthesize digital and print information and explain how digital information is organized and communicated.

Radford University students will be able to:

- explain contemporary technological trends and issues
- utilize industry standard technologies as appropriate for academic purposes
- identify economic, societal, legal, privacy, and ethical considerations for using and sharing digital and print information
- demonstrate the use of basic research techniques to locate information from a variety of electronic and print sources
- apply appropriate modes of inquiry to evaluate digital and print information in terms of credibility, reliability, and accuracy

5. Assessment Measures

- a. Assessment of Students. Students will produce a number of informal and formal texts which will be graded according to criteria designed with the outcomes in mind.
- b. Assessment of Curriculum. For program assessment, a designated set of assignments of the students' work will be gathered in consultation with the Core Curriculum coordinators.

6. Other Course Information

None

7. Review and Approval

May 2010 Rosemary Guruswamy & Susan Van Patten