Core Competencies for Introductory Communication Courses
(April 2014)

INTRODUCTORY COMMUNICATION COURSES

BUSINESS COMMUNICATION

MEDIA & SOCIETY

SMALL GROUP COMMUNICATION

INTERCULTURAL COMMUNICATION

CORE
COMMUNICATION
COMPETENCIES

INTERPERSONAL COMMUNICATION

PUBLIC/PRESENTATION SPEAKING

ARGUMENTATION & DEBATE

INTRODUCTION TO COMMUNICATION

ORAL COMMUNICATION

INTRODUCTORY COMMUNICATION COURSES

Core Competencies for Introductory Communication Courses (April 2014)
1. Monitoring and Presenting Your Self
2. Practicing Communication Ethics
3. Adapting to Others
4. Practicing Effective Listening
5. Expressing Messages
6. Identifying and Explaining Fundamental Communication Processes
7. Creating and Analyzing Message Strategies

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Before becoming an NCA Task Force, the Core Competencies Group (CCG) copyrighted its core competencies and templates to ensure that (a) CCG members are acknowledged and credited with their original work, (b) the methodology is included as an integral component of the project and disseminated documents, and (c) the CCG may advance the project and seek dissemination to professional associations and educators within and across academic disciplines and educational institutions.

In 2014, the NCA Executive Committee accepted and approved the core competencies and templates in The Task Force Report. Since then and as part of its ongoing mission, the CCG has updated and made appropriate editorial changes to the core competencies and templates documents. The CCG documents are now available for dissemination.

Core Competencies for Introductory Communication Courses (April 2014)

<u>Background</u>: Shortly after the 2011 NCA Convention, a group of colleagues from different institutions in different states created the Core Competencies Group (CCG). We sought an answer to the following question: *Is there a set of core communication competencies that constitute the basis for introductory communication courses within and across a variety of contexts?* In 2013, NCA President Steve Beebe asked the CCG to become the NCA Core Competencies Task Force. At that point, the CCG invited a sixth member to join the group.

<u>Methodology</u>: The CCG began its quest by developing and sharing individually-generated lists of no more than 15 core competencies. These lists were combined into 21 non-duplicated competencies. After months of frequent and intense interaction, the CCG developed a draft document consisting of ten core competency areas.

Then came the hard part—transforming each core competency into templates that demonstrate the applicability of the competencies to a variety of communication contexts. Each template includes a competency title, competency statement, and brief rationale as well as *selected* subtopics/teaching units, assessment measures, and references.

The original ten core competencies and templates were first shared at an NCA Convention program in November 2012. An interactive process was used to evaluate the selected core competencies and discuss whether they effectively function across a variety of introductory course contexts. At that point, the ten competencies were consolidated into seven core competencies which also reflected the NCA approved definition of communication. A similar interactive session was conducted at the ECA Basic Course Conference in April 2013. Attendees at the November 2013 Virginia Association of Communication Arts and Sciences Convention provided valuable input. At the 2013 NCA Convention, a four-hour NCA Pre-Conference and a convention program replicated and advanced the interactive process, as will a modified program at the Eastern Communication Association in April 2014.

<u>Results</u>: The results and subsequent feedback from these sessions are the basis for the following seven core competencies:

> **Monitoring and Presenting Your Self**
> **Practicing Communication Ethics**
> **Adapting to Others**
> **Practicing Effective Listening**
> **Expressing Messages**
> **Identifying and Explaining Fundamental Communication Processes**
> **Creating and Analyzing Message Strategies**

<u>Revisions and Dissemination</u>: In addition to consolidating the list of ten items into seven core competencies, the associated templates were reviewed, revised, and refined accordingly. In early 2014, the National Communication Association's Executive Committee accepted and approved the Task Force Report for dissemination by the association.

Task Force Chair: Isa N. Engleberg, Prince George's Community College
Task Force Members: Lynn Disbrow, Huntingdon College, James Katt, University of Central Florida, Scott A. Myers, West Virginia University, Patricia O'Keefe, College of Marin, Susan Ward, Delaware County Community College

Summary of Charge and Deliverables: The Core Competencies Task Force will investigate and identify, if possible, a set of core competencies applicable to introductory communication courses within and across a variety of communication contexts.

- The Task Force comprises the Core Competencies Group (CCG) that has, since late 2011, sought an answer the following question: *Is there a set of core communication competencies that constitute the basis for introductory communication courses within and across a variety of contexts?*
- The core competencies should be understood by educators *within* communication studies and ultimately by constituencies *outside* the discipline, such as other faculty members, administrators, students, media, and the public.
- Each core competency will be supported by detailed templates that include rationales, subtopics, assessment measures, and scholarly references.
- The Task Force will submit a written report to the NCA President that summarizes methods, conclusions, and recommendations. In addition to distributing the Task Force findings via NCA channels (such as the NCA website or other forums and formats) the Task Force should submit its work to other publication venues (e.g. *Communication Education* or other journals)
- Task Force recommendations and publications should be supported by communication research and best practices as reflected in both theoretical and pedagogical principles and practices.
- Task Force recommendations should be applicable to a variety of educational institutions including community colleges, four-year institutions, comprehensive universities, and doctoral-granting universities.

"As an ex-officio member of the Task Force I look forward to providing support, resources and information, as well as being a liaison with the NCA National Office. I would welcome interim reports and updates as the Task Force continues its work. Thank you for considering these important issues that will help NCA lead in the identification of common core communication competencies."

Steven A. Beebe, Ph.D.
President, National Communication Association

Core Competencies for Introductory Communication Courses

Competency Area	1. Monitoring and Presenting Your Self
Competency Statement	The ability to monitor and present yourself to others within and across a variety of communication contexts.
Rationale	Basic communication courses address this competency, albeit in different ways for different contexts. Survey and interpersonal communication courses devote significant attention to self-concept, self-esteem, communication behaviors, and perception; group courses focus on identifying and adapting to member roles, styles, traits, and strengths; perspective taking; public/presentation speaking courses emphasize speaker credibility as a key variable in speaking success; in online contexts, communicators may assume and present a variety of selves to others.
Selected Subtopics/Units	Self-concept; self-esteem; self-disclosure; communicator styles; decision-making styles; the interaction of personality traits/types; perception and attribution; communicator credibility; assertiveness; personal presentation styles; communication apprehension and confidence; rhetorical sensitivity
Selected Assessment Measures	1. Analyze the results of one or more self-assessment instruments and discuss ways of improving self-related communication strategies and skills. 2. Introduce yourself to a group of listeners as a way of presenting yourself clearly, accurately, and positively. 3. Assess your introduction of yourself to a group (e.g., how well did you manage your communication apprehension? What information did you choose to disclose?). 4. Explain how, regardless of context, your credibility derives from how others perceive your character, competence/expertise, level of caring/goodwill, and charisma/dynamism. Describe how you can or cannot influence others' perceptions of these variables. 5. Analyze your relationship with a close friend or colleague in terms of how each of you monitor and present yourself to one another. 6. Modify and analyze the differences between a generic or formal message provided by the instructor and a modified version that includes *your* personal experiences, opinions, and/or connection to the content. 7. Explain the creation of your Facebook (or other social media) profile, focusing on how self was developed and is continually evolving. Other Options: _____

Competency Area	1. Monitoring and Presenting Your Self
Selected References	Alberti, Robert, and Michael Emmons. *Your Perfect Right: A Guide to Assertive Living*. San Luis Obispo, CA: Impact, 1970.
	Buunk, Abraham P. and Gibbons, Frederick X. "Social Comparison: The End of a Theory and the Emergence of a Field," *Organizational Behavior and Human Decision Processes*, 102 (2007): 3-21.
	Campbell, Karlyn Kohrs and Huxman, Susan Schultz, *The Rhetorical Act: Thinking, Speaking and Writing Critically*, 3rd ed., Belmont, CA: Wadsworth, 2003. See Chapter 10: Obstacles Arising from the Rhetor, pp. 224-247.
	Goffman, Erving. *The Presentation of Self in Everyday Life*. New York: Anchor/Doubleday, 1959.
	Goleman, Daniel. *Emotional Intelligence*. New York: Bantam, 1995.
	Guerrero, Laura K. and Walid A. Afifi, "Communicative Responses to Jealousy as a Function of Self-Esteem and Relationships Maintenance Goals: A Test of Bryson's Dual Motivation Model, *Communication Reports*, 11 (1998): 111-122.
	Guerrero, Laura K, Peter Andersen, and Walid A. Afifi, "Chapter 2: Communication Identity: The Social Self," *Close Encounters: Communication in Relationships*, 4th ed. Thousand Oaks: Sage, 2014.
	McCroskey, James C. "Communication Apprehension: What Have We Learned in the Last Four Decades." *Human Communication 12* (2009): 157-171; Richmond, Virginia P., Jason S. Wrench, and James McCroskey. *Communication Apprehension, Avoidance, and Effectiveness*, 6th ed. Boston: Pearson, 2013.
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	Myers, Isabel Briggs with Peter B. Myers. *Gifts Differing: 10th Anniversary Edition*. Palo Alto, CA: Consulting Psychologists Press, 1980.
	Norton, Robert W. *Communicator Style: Theory, Applications, and Measures*. Beverly Hills, CA: Sage. 1983.
	Schutz, Will, C. *FIRO: A Three-Dimensional Theory of Interpersonal Behavior*. New York: Rinehart, 1958.
	Turnley, William H., and Mark C. Bolino. "Achieving Desired Images While Avoiding Undesired Images: Exploring the Role of Self-Monitoring and Impression Management." *Journal of Applied Psychology*, 86 (2001): 351-360.

Competency Area	2. Practicing Communication Ethics
Competency Statement	The ability to identify, evaluate, and responsibly address ethical issues within and across a variety of communication contexts.
Rationale	"Questions of right and wrong arise whenever people communicate." "Unethical communication threatens the quality of all communication and consequently the well-being of individuals and the society in which we live." (NCA Credo for Ethical Communication) Regrettably, a number of critics indict our discipline for teaching students how to influence—even mislead—others regardless of the ethical consequences. It is therefore imperative that all introductory communication courses should integrate the study of communication ethics in a way that responsibly applies ethical principles and practices within and across a variety of communication contexts.
Selected Subtopics/Units	Ethical reasoning; morals and values; ethical tensions (*e.g.*, truthfulness/deception, reasonable uses of emotion, common fallacies of reasoning,); legal/illegal and ethical/unethical uses of others' ideas and information; differences between ethics and law; civil disobedience; freedom of expression; reciprocity and responsiveness within and across communication contexts; ethical principles in the NCA Credo for Ethical Communication and the NCA Credo for Free and Responsible Communication in a Democratic Society
Selected Assessment Measures	1. Apply the five of the nine principles in the *NCA Credo for Ethical Communication* to communicative behavior in one or more personal situations or a situation provided by the instructor (e.g., classroom, workplace, political campaign, group decision making, family and friendship crises) 2. Use a case study, short scenario, or mediated message to identify, evaluate, and responsibly address any ethical issues in the message or presentation. 3. Develop guidelines for ethical classroom behavior. Create and analyze a case involving conflicts between two or more of the guidelines. 4. Analyze a communicator's arguments and use of sources. To what extent do the arguments and resources enhance or diminish speaker's credibility? 5. Identify three ethical guidelines you advocate for communicating with others in interpersonal and small group communication contexts. Explain how these guidelines can enhance the quality of communication. 6. Discuss the ways in which the principles of ethical communication and freedom of speech support or contradict one another 7. Identify, analyze, and responsibly resolve a conflict between two or more ethical principles commonly encountered in interpersonal, group, presentational, or mediated communication contexts.

Competency Area	2. Practicing Communication Ethics
	Other Options: _____

Selected References	Aristotle. *Nicomachean Ethics* and *Eudemian Ethics*. In *The Complete Works of Aristotle*, Volume 2, edited by Jonathan Barnes. Princeton: Princeton University Press, 1984.
	Arneson, Pat (Ed.), *Exploring Communication Ethics*. New York: Peter Lang, 2007.
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	Cheney, George, Steve May, and Debashish Munshi, eds., *The Handbook of Communication Ethics*, New York, Routledge, 2011.
	Englehardt, Elaine E. *Ethical Issues in Interpersonal Communication: Friends, Intimates, Sexuality, Marriage, and Family*. Fort Worth, TX: Harcourt College Publishers, 2001.
	Fritz, Janie M. Harden. *Professional Civility: Communicative Virtue at Work*, New York: Peter Lang, 2013.
	Johannesen, Richard L. *Ethics in Human Communication*, 5th ed. Prospect Heights, IL: Waveland, 2002.
	Johnson, Craig E. *Meeting the Ethical Challenges of Leadership*, 4th ed. Los Angeles: Sage, 2012.
	Makau, Josina M., "Ethical and Unethical Communication," in *21st Century Communication: A Reference Handbook,* William F. Eadie (Ed.), Los Angeles: Sage Publishing, 2009, pp. 435-443.
	The National Communication Association Credo for Ethical Communication, National Communication Credo for Free and Responsible Communication in a Democratic Society, and The National Communication Credo for Free and Responsible Use of Electronic Communication Networks, http://www.natcom.org/Tertiary.aspx?id=2119
	Neher, William W. and Paul J. Sandin, *Communicating Ethically: Character, Duties, Consequences, and Relationships*. Boston: Pearson/Allyn and Bacon, 2007.
	Noddings, Nel. *Caring, a Feminine Approach to Ethics & Moral Education*. Berkeley: University of California Press, 1984.
	Rawles, John, *A Theory of Justice*, Revised Edition. Cambridge, MA: Belknap Press, 1999.
	Roberts, Kathleen Glenister, and Ronald C. Arnett, eds. *Communication Ethics*. New York: Peter Lang, 2008.
	Tompkins, Paula S. *Practicing Communication Ethics*. Boston: Allyn & Bacon, 2011.

Competency Area	3. Adapting to Others
Competency Statement	The ability to understand, respect, and adapt messages to a diversity of human characteristics and attitudes in order to accomplish communication goals within and across a variety of communication contexts.
Rationale	Competent communicators adapt their messages and behaviors to others in order to meet interaction goals within and across a variety of communication contexts. These contexts extend beyond the personal and professional environments into both civic and cultural arenas. Also, as the world becomes "smaller" through technological integration, the ability to adapt to others becomes a distinguishing feature of all introductory communication courses.
Selected Subtopics/Units	Adapting messages and behaviors to the demographics, cultures, abilities, orientations, attitudes, values, and expectations of others; engaging in feedback-induced adaptation; overcoming misperceptions and misinterpretation, particularly as reflected in ethnocentrism, stereotyping, prejudice, and discrimination; identifying and adapting to cultural dimensions such as individualistic/collectivistic and high/low context communication styles; demonstrating person-centered communication/empathy; developing rhetorical sensitivity to the potential and tangible effects of communicative acts.
Selected Assessment Measures	1. Using results based on a communicative adaptability instrument, analyze how well you perceive the nature of socio-interpersonal relationships and adapt your communicative behavior accordingly. 2. Analyze a live or video of an interpersonal interaction, group communication session, and/or presentation in terms of how well the communicator(s) understand and adapt to one another or audience members. 3. Identify how *your* demographics, attitudes, and cultural background affect how you communicate with others. 4. Identify the primary demographic of an advertisement of your choosing. Discuss how the advertisement could be changed in order to adapt to a different demographic. 5. Apply at least two cultural dimensions (e.g., power distance, individualism-collectivism, monochronic-polychronic or short term-long term time, gender expectations, high-context/low-context) to a recent interaction with an individual from another culture. Explain how these dimensions affected the quality and outcome of the interaction. 6. Present an oral report and written paper that discusses specific cultural differences after researching and

Competency Area	3. Adapting to Others
	interviewing a person from a culture (e.g., ethnic, religious) significantly different than yours.
	7. Are men from Mars and women from Venus or are men and women more similar than different here on Earth?
	Other Options: _____
Selected References	Baxter, Leslie A. and Dawn O. Braithwaite. *Engaging Theories in Interpersonal Communication: Multiple Perspectives*. Thousand Oaks, CA: Sage, 2008.
	Burgoon, Judee. "Interpersonal Expectations, Expectation Violations, and Emotional Communication." *Journal of Language and Social Psychology 12* (1993): 30-48.
	Collier, Mary Jane, *Community Engagement and Intercultural Praxis*, New York: Peter Lang, 2013.
	Duran, Robert. "Communication Adaptability: A Review of Conceptualization and Measurement." *Communication Quarterly* 40 (1992): 253-268.
	Giles, H., and J. M. Wiemann. "Language, Social Comparison, and Power." In *The Handbook of Communication Science*, edited by Charles Berger and S. H. Chaffee, 350-384. Newbury Park: Sage, 1995.
	Giles, Howard and Tania Ogay. "Communication Accommodation Theory" In *Explaining Communication: Contemporary Theories and Exemplars*, edited by Bryan B. Whaley and Wendy Samter, 293-310. Mahwah, NJ: Lawrence Erlbaum, 2007.
	Hofstede, Geert. *Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations Across Nations*. 3rd ed. Thousand Oaks, CA: Sage, 2001.
	Hullman, Gwen A. "Communicative Adaptability Scale: Evaluating its Use as an 'other-report' measure." *Communication Reports* 20 (2007): 51-74.
	Jackson, Jane (Ed.) *The Routledge Handbook of Language and Cultural Communication*, New York: Routledge, 2014.
	Petty, Richard, and John Cacioppo. *Communication and Persuasion: Central and Peripheral Routes to Attitude Change*. New York: Springer-Verlag, 1986.
	Ting-Toomey, Stella. "The Matrix of Face: An Updated Face-negotiation Theory." In *Theorizing About Intercultural Communication*, edited by William Gudykunst, 71-92. Thousand Oaks: Sage, 2005.

Competency Area	4. Practicing Effective Listening
Competency Statement	The ability to listen effectively and respond appropriately to the meaning of messages within and across a variety of communication contexts.
Rationale	We spend most of our communicating time listening, a skill critical to effective interaction in personal, social, academic, professional, political, and civic contexts. However, significant research demonstrates, most people are not skillful listeners. Although teaching listening is both a complex and difficult process, listening training has proven effective when based on validated scholarship and instructional methods.
Selected Subtopics/Units	The listening process; effective and ineffective listening habits and strategies; listening styles; short-term, working, and long-term memory; ethical listening; empathic and therapeutic listening, accurate and effective paraphrasing; listening to hear, comprehend, remember, interpret, evaluate, appreciate, and respond; listening and responding to cultural, gender, personality, and hearing ability differences, barriers to listening; listening in a variety of contexts (educational, organizational, legal, artistic, mediated)
Selected Assessment Measures	1. Take a listening test that focuses on listening comprehension and interpretation after which you analyze how well you listen and how you can improve their listening skills. 2. Administer and analyze a validated pre- and post-listening test. Compare and analyze the results. 3. Using a listening inventory that identifies your strengths and weaknesses in specific contexts (e.g., family, social, work, academic, public setting), identify the listening skill wish to strengthen and the strategies you will use to achieve that goal. 4. Identify and critique the major claims and supporting material in a presentation, speech, or argument. 5. Analyze a set of brief scenarios or case studies as a basis for expressing or writing an appropriate paraphrase or supportive response. 6. Identify and justify the effective strategies you would use when listening to a message with which you disagree or a message you believe is confusing, misleading, false, and/or offensive. 7. Identify the barriers you may encounter when listening to a relational partner. 8. Describe effective strategies and skills for "listening" to online messages. 9. Demonstrate the ability to accurately listen and appropriately respond to challenging questions. Other Options: _____

Competency Area	4. Practicing Effective Listening
Selected References	Bodie, Graham, Debra Worthington, and Christopher C. Gearhart. "The Listening Styles Profile-Revised (LSP-R): A Scale Revision and Evidence for Validity." *Communication Quarterly* 61 (2013): 72-90. Bodie, Graham. "The Active-Empathic Listening Scale (AELS): Conceptualization and Evidence of Validity Within the Interpersonal Domain." *Communication Quarterly* 59 (2011): 277-295. Brownell, Judi. *Listening: Attitudes, Principles, and Skills*, 4th ed. Boston: Pearson/Allyn and Bacon, 2010. Crawford, Kate. "Following You: Disciplines of Listening in Social Media," *Continuum: Journal of Media & Cultural Studies*, 23: 525-535. Goulston, Mark. *Just Listen*, New York: AMACOM, 2010. Jacobson, Bonnie with Guy Kettelhack. *If Only You Would Listen*. New York: St. Martin's Press, 1995. Janusik, Laura Ann. "Building Listening Theory: The Validation of the Conversational Listening Span" *Communication Studies* 58 (2007): 139-156. Langer, Ellen J. *Mindfulness*. Cambridge, MA: Da Capo, 1989. Nichols, Michael P. *The Lost Art of Listening*. New York: Guildford, 1995. Nichols, Ralph G. and Leonard A. Stevens, *Are You Listening*? New York: McGraw-Hill, 1957. Shafir, Rebecca A. *The Zen of Listening: Mindful Communication in the Age of Distraction*. Wheaton, IL: Quest Books, 2003. Wolvin, Andrew D. (Ed.) *Listening and Human Communication in the 21st Century*, Malden, MA: Wiley-Blackwell, 2010. Wolvin, Andrew D., and Carolyn G. Coakley. *Listening*, 5th ed. Madison, WI: Brown and Benchmark, 1996. Worthington, Debra L. and Margaret E. Fitch-Hauser. *Listening: Process, Functions, and Competency*. Boston: Allyn & Bacon, 2012.

Competency Area	5. Expressing Messages
Competency Statement	The ability to select, demonstrate, and adapt appropriate forms of verbal, nonverbal, and mediated expression that support and enhance the meaning of messages within and across a variety of communication contexts.
Rationale	The intended meaning of a message is clarified, enhanced, or misunderstood based on how we express it. Expression refers to how we *convey* a message using verbal, nonverbal, and/or mediated forms and modes of communication. Whether face-to-face or in cyberspace, expression characterizes the methods we use to share messages with others, regardless of the context. Because "communication is irreversible," students must learn how to express messages skillfully and strategically in an introductory communication course.
Selected Subtopics/Units	Verbal Expression: Language and meaning (e.g., denotative/connotative; abstract/concrete; symbols/signs); language barriers (e.g., bypassing, exclusionary and offensive language, lying and deception); language styles; figures of speech/rhetorical devices; verbal immediacy; language and cultures; language and gender, age, education, etc.; challenges of translation; conversation rules and rituals

Nonverbal Expression: Nonverbal functions; physical expression (e.g., eye contact, appearance and movement, face, space and territory; touch); vocal expression (e.g., volume, rate, pitch, fluency, articulation, pronunciation, vocal emphasis, timing); environment; time; silence; nonverbal immediacy; nonverbal deception; nonverbal expression and cultures.

Mediated Expression: Visual, audio, digital, and multimedia forms; cognitive and visual design principles; ancillaries (notes, handouts, objects); synchronous and asynchronous elements of messages; hardware and software; social media channels. |
| **Selected Assessment Measures** | 1. Observe and explain how eye contact is used to invite and regulate conversation, group participation, and oral presentations.

2. Observe a video recording of yourself in a conversation, in a group discussion and/or in a presentation situation. Evaluate your performance by responding to items on an evaluation form that focuses on expression. Suggest ways to improve your abilities to express a message.

3. Critique the effectiveness of computer-generated slides using a set of validated design principles.

4. Read aloud the first minute of a draft introduction to a class presentation. Based on instructor and students feedback regarding language use, revise the introduction using a more effective verbal style.

5. Give examples of "trigger" words that can negatively impact or have negatively impacted a communication climate and describe how to use more appropriate word choice. |

Competency Area	5. Expressing Messages
	6. Assess the verbal and nonverbal immediacy of an instructor, colleague, or friend and how that person's immediacy affects your interactions with and feelings about that person in terms of their effectiveness as a communicator. 7. Analyze an online video clip and describe the nonverbal codes used by the individuals in the clip. 8. Follow a blog response thread to determine if dimensions of time affect the affective or cognitive dimensions of a response. Other Options: _____
Selected References	Burgoon, Judee K., Laura K. Guerrero, and Kory Floyd. *Nonverbal Communication*. Boston: Allyn & Bacon, 2010. Carpenter, Ronald H. *Choosing Powerful Words*. Boston: Allyn & Bacon, 1999. Donnellon, Anne. *Team Talk: The Power of Language in Team Dynamics*. Boston: Harvard Business School Press, 1996. Duarte, Nancy. *Slide:ology: The Art and Science of Creating Great Presentations*. Sebastopol, CA: O'Reilly, 2008. Finch, Geoffrey. *Word of Mouth: A New Introduction to Language and Communication*. New York: Palgrave, 2003. Hayakawa, Samuel I., and Alan R. Hayakawa. *Language and Thought in Action*, 5th ed. San Diego, CA: Harcourt Brace, Jovanovich, 1990. Jamieson, Kathleen Hall. *Eloquence in an Electronic Age*. New York: Oxford, 1988. Mayer, Lyle V. *Fundamentals of Voice and Articulation*, 13th ed. Boston: McGraw-Hill, 2004. Mayer, Richard E. *Multimedia Learning*, 2nd ed. New York, NY: Cambridge University Press, 2009. Pearce, Barnett. "The Coordinated Management of Meaning (CMM)". In *Theorizing About Intercultural Communication*, edited by William B. Gudykunst, 35-54. Thousand Oaks, CA: Sage, 2005. Richmond, Virginia Peck, James C. McCroskey, and Mark L. Hickson III. *Nonverbal Behavior in Interpersonal Relationships*, 7th ed. Boston: Allyn & Bacon, 2012.

Competency Area	6. Identifying and Explaining Fundamental Communication Processes
Competency Statement	The ability to identify and explain how fundamental communication processes influence the outcome of communication interactions within and across a variety of communication contexts.
Rationale	Effective communication requires the ability to analyze and apply communication principles and understand how they affect the outcome of communicative acts. Effective communicators recognize the consequences of using or failing to adapt to feedback; of appreciating different conflict and leadership styles; of recognizing the value of appropriate norms and roles in groups; of being able to select from a repertoire of decision-making methods; of assessing the dialect tensions in a relationship, group, presentation, mediated message, or organization.
Selected Subtopics/Units	Communication models; leadership development and styles; conflict styles; decision making and problem solving methods; language styles; group norms and roles; groupthink; interpersonal and group dialectics; primacy and recency effects; narratives and storytelling models; informative and persuasive message guidelines; relationship and group development; organizational schemes in messages.
Selected Assessment Measures	1. Analyze the results of one or more style assessment instruments (e.g., conflict, leadership, argumentativeness, decision-making, conflict) and discuss how you could use these results to improve your interactions with others. 2. Identify a historical, political, professional, or family situation in which groupthink affected the ability of members to make sound decisions. 3. Identify and analyze the conflict styles used in a video or film clip of an argument in order to assess the appropriateness and value of the styles used by those involved in the conflict. 4. Based on leadership models and principles, explain the characteristics that often differentiate an excellent leader from a substandard leader. 5. Identify and evaluate the effectiveness of three different decision-making procedures used in group. 6. Identify and provide an example of three characteristics of an emotionally supportive message 7. Using a model of relational development, trace the development of one of your close friendships. 8. Compare and contrast the relational dialectic tensions that occur in interpersonal and small group settings. Other Options: _____

Competency Area	6. Identifying and Explaining Fundamental Communication Processes
Selected References	Baxter, Leslie A. and Barbara M. Montgomery. *Relating: Dialogues and Dialectics*. New York: Guilford, 1996.

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Belbin, Meredith. *Team Roles at Work*. Woburn MA: Butterworth-Heinemann, 1993.

Burleson, Brant R. "Emotional Support Skills," in *Handbook of Communication and Social Interaction Skills*, edited by John O. Greene and Brant R. Burleson, 551-594. Mahwah, NJ: Lawrence Erlbaum, 2003.

Collins, Rives, and Pamela Cooper. *The Power of Story: Teaching through Storytelling*, 2nd ed. Boston: Allyn & Bacon, 1997.

Daft, Richard L and Robert H. Lengel. "Information Richness: A New Approach to Managerial Behavior and Organizational Design" *Research in Organizational Behavior* 6: (1984) 191–233.

Dainton, Marianne and Elaine D. Zelley, *Applying Communication Theory for Professional Life: A Practical Introduction*. Thousand Oaks, CA: Sage, 2005.

Alan R. Dennis, Robert M. Fuller, and Joseph S. Valacich, "Media, Tasks, and Communication Processes: A Theory of Media Synchronicity." *MIS Quarterly*, 32 (2008): 575-600.

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Infante, Dominic. A. and Andrew S. Rancer. "A Conceptualization and Measure of Argumentativeness." *Journal of Personality Assessment,* 46 (1982): 72-80.

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Jones, Susan M., and John G. Wirtz. "How Does the Comforting Process Work? An Empirical Test of an Appraisal-Based Model of Comforting." *Human Communication Research*, 32.3 (July 2006):

Kilmann, R. H., and Kenneth Thomas. *Thomas-Kilmann Conflict Mode Instrument.* Sterling, NY: Xicom, 1972.

LaFasto, Frank, and Carl Larson. *When Teams Work Best*. Thousand Oaks, CA: Sage, 2001.

Norton, Robert. *Communicator Style: Theory, Applications, and Measures*. Beverly Hills, CA: Sage, 1983.

Competency Area	7. Creating and Analyzing Message Strategies
Competency Statement	The ability to create and analyze message strategies that generate meaning within and across a variety of communication contexts.
Rationale	Effective communicators are critical thinkers. Their success in conversations, group interactions, presentations, and mediated communication environments relies on the ability to think critically, create strategic content for, and respond appropriately to a variety of diverse messages. These skills go well beyond a rigid set of rules or recipes for communicative success. Rather, they call upon the ability to identify and select from a repertoire of valid strategies to achieve specific communication goals. The ability to select, apply, and analyze message strategies requires well-thought-out decisions about the multitude of variables in every communication transaction.
Selected Subtopics/Units	Thinking critically; using appropriate self-disclosure and constructive feedback; selecting applicable decision making methods in a variety of individual and group contexts; employing appropriate conflict management strategies and styles; creating a supportive communication climate; reporting new information, clarifying difficult concepts, explaining complex processes, and/or correcting misunderstanding; adapting to receivers who agree with, disagree with, and/or are undecided about a message; evaluating the quality of evidence and arguments in persuasive messages; generating receiver interest; demonstrating the value of message content; making strategic decisions about interrelated message components such as purpose, content, language, organization, and mode(s) of expression; choosing appropriate methods for resolving relational and group dialectic tensions; applying appropriate conversation strategies; identifying and correcting fallacious reasoning.
Selected Assessment Measures	1. Develop a one-minute/one-page/one-slide message that achieves a specific communicative purpose. 2. Create and compare the validity and effectiveness an argument that includes at least a claim, warrant, and evidence to a message that only reports evidence. 3. Describe and justify your choice of at least two strategies you would use to manage an interpersonal conflict or a conflict within a group. 4. Describe three explanatory strategies you would use for each of the following informative communication goals: a) clarify a difficult term, b) explain a complex phenomenon, or c) correct a misunderstanding. 5. Prepare and deliver a persuasive message to listeners who disagree with you. 6. Explain how to recognize and respond to different stages in each stage of a close personal relationship. 7. Write and share a written and/or oral critique of another student's communication skills in an

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	interpersonal interaction, group discussion, and/or presentation in the classroom.
	8. Write an argument for presentation orally and the same argument for presentation online. Analyze the similarities and differences in the two arguments.
	Other Options: _____
Selected References	Avtgis, Theodore A., Andrew S. Rancer, and Corey J. Liberman, *Organizational Communication: Strategies for Success*, 2nd ed. Dubuque, IA: Kendall-Hunt, 2012.

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