



# Experiential Learning Portfolio for 10801196 Oral/Interpersonal Communication

## Student Contact Information:

Name: \_\_\_\_\_ Student ID# \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

*It is highly recommended that you speak with the Academic Dean or instructor who teaches this course prior to completing a portfolio.*

## Directions

Consider your prior work, military, volunteer, education, training and/or other life experiences as they relate to each competency and its learning objectives. Courses with competencies that include speeches, oral presentations, or skill demonstrations may require scheduling face-to-face sessions. You can complete all of your work within this document using the same font, following the template format.

1. Complete the Student Contact Information at the top of this page.
2. Write an Introduction to the portfolio. Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.
3. Complete each "Describe your learning and experience with this competency" section in the space below each competency and its criteria and learning objectives. Focus on the following:
  - What did you learn?
  - How did you learn through your experience?
  - How has that learning impacted your work and/or life?
4. Compile all required and any suggested artifacts (documents and other products that demonstrate learning).
  - Label artifacts as noted in the competency
  - Scan paper artifacts
  - Provide links to video artifacts
  - Attach all artifacts to the end of the portfolio
5. Write a Conclusion for your portfolio. Briefly summarize how you have met the competencies.
6. Proofread. Overall appearance, organization, spelling, and grammar will be considered in the review of the portfolio.
7. Complete the Learning Source Table. Provide additional information on the business and industry, military, and/or volunteer experiences, training, and/or education or other prior learning you mentioned in your narrative for each competency on the Learning Source Table at the end of the portfolio. Complete this table as completely and accurately as possible.

The portfolio review process will begin when your completed portfolio and Credit for Prior Learning Form are submitted and nonrefundable processing fees are paid to your local Credit for Prior Learning contact. Contact Student Services for additional information.

Your portfolio will usually be evaluated within two weeks during the academic year; summer months may be an exception. You will receive an e-mail notification regarding the outcome of the portfolio review from the Credit for Prior Learning contact. NOTE: Submission of a portfolio does not guarantee that credit will be awarded.

You have 6 weeks to appeal any academic decision. See your student handbook for the complete process to appeal.

**To receive credit for this course, you must receive “Met” on 8 of the 10 competencies. Provide an answer and all required artifacts for each competency. Only completed portfolios will be considered.**

**10801196 Oral/Interpersonal Communication**, 3 Associate Degree Credits

**Course Description:** Focuses upon developing speaking, verbal and nonverbal communication, and listening skills through individual presentations, group activities, and other projects.

**Introduction:** Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.

**Competency 1: Analyze communication situations**

Criteria: Performance will be satisfactory when:

- analysis illustrates how the elements of the communication model apply to a communication situation
- analysis identifies how participants fulfill communication responsibilities in terms of the communication model
- analysis identifies elements which impact the communication situation
- analysis suggests techniques to improve the communication situation

Learning Objectives:

- a. Describe the variables in any communication situation
- b. Describe the influence of (frame of reference) perception
- c. Discuss the roles of sender and receiver
- d. Describe the effect of environment on communication
- e. Identify communication barriers

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 2: Apply nonverbal skills**

Criteria: Performance will be satisfactory when:

- you analyze nonverbal messages in various communication situations
- analysis accounts for cultural and gender differences
- analysis characterizes the type of nonverbal communication used
- analysis determines whether nonverbal cues reinforced any related verbal message
- analysis assesses the impact of nonverbal skills on communication

Learning Objectives:

- a. Identify examples of nonverbal languages
- b. Demonstrate examples of nonverbal language
- c. Describe how place, setting, space, time, and occasion affect business transactions
- d. Explain how nonverbal cues affect communication
- e. Give examples of cultural and gender differences in communication

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 3: Apply listening skills**

Criteria: Performance will be satisfactory when:

- you distinguish among levels of listening
- you apply strategies for listening in various situations
- you interpret speaker's cues
- you clarify ambiguous messages

Learning Objectives:

- a. Distinguish between hearing and listening
- b. Demonstrate characteristics of skilled listening
- c. Demonstrate skills in listening for content and intent
- d. Demonstrate giving appropriate feedback
- e. Demonstrate active listening skills

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 4: Contribute as a group or team member**

Criteria: Performance will be satisfactory when:

- you perform multiple roles within a group
- you participate in group interaction without prompting
- you avoid negative group roles
- you listen to group members
- you evaluate the process of group interactions
- evaluation describes group situation
- evaluation analyzes the decision-making strategies used by the group
- evaluation analyzes the task, maintenance, and leadership roles performed by members

Learning Objectives:

- a. Demonstrate an understanding of effective team work
- b. Participate in group interaction
- c. Apply conflict resolution skills
- d. Describe the task, maintenance, and leadership roles performed by members

**Required Artifacts:** Proof of contributing membership in a formal, public organization or group.

**Suggested Artifacts:** Meeting Agenda/Minutes/Membership; Group Documents/Publications; Mission Statement; Provide References

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 5: Apply conflict resolution skills**

Criteria: Performance will be satisfactory when:

- you apply conflict resolution strategies to a real or simulated conflict situation
- you define the conflict clearly, using non-judgmental language
- you identify two or more conflict resolution strategies that could be used
- you assess the probable effectiveness of each of the resolution strategies
- you present a rationale for choosing one of the strategies, showing how it could resolve the conflict objectively
- you assess the effectiveness of conflict resolution strategy
- you use assertive verbal and nonverbal behaviors effectively

Learning Objectives:

- a. Identify conflict resolution strategies
- b. Demonstrate use of conflict resolution strategies in a real or simulated conflict situation
- c. Demonstrate use of non-judgmental language in a real or simulated conflict situation
- d. Demonstrate effective use of assertive verbal and nonverbal behaviors

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 6: Evaluate how perception affects communication**

Criteria: Performance will be satisfactory when:

- you illustrate a situation in which perceptions vary
- you evaluate the accuracy of perceptions
- you assess the impact of perceptual processes
- you suggest ways in which to minimize communication obstacles caused by differences in perception

Learning Objectives:

- a. Assess the elements of perception
- b. Describe the filtering process in the communication model
- c. Paraphrase a message for a sender

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**



**Competency 7: Evaluate how self-concept impacts communication**

Criteria: Performance will be satisfactory when:

- you illustrate how self-concept affects the communication styles of participants in specific communication situations
- you suggest strategies for minimizing negative effects of self-concept in specific communication situations
- you suggest strategies for enhancing the effect of positive self-concept in communication situations
- you assess how self-concept affects personal communication style

Learning Objectives:

- a. Define self-concept
- b. Explain how self-concept evolves and changes
- c. Describe the factors that affect self-concept
- d. Discuss the relationship between self-concept and communication

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 8: Analyze how culture, including gender, impacts communication styles**

Criteria: Performance will be satisfactory when:

- you analyze how culture, including gender, affects given communication situations
- analysis points out cultural differences exhibited in communication styles in the given situations
- analysis points out gender differences exhibited in communication styles in the given situations
- analysis illustrates how differences affect communication situation
- analysis suggests strategies for minimizing the impact of cultural differences on the communication situation
- you explain the need for sensitivity to individual differences

Learning Objectives:

- a. Define examples of cultural differences in verbal and nonverbal language
- b. Demonstrate examples of cultural differences in verbal and nonverbal language
- c. Explain the need for sensitivity to individual differences
- d. Describe how own behavior affects others

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 9: Deliver an oral presentation**

Criteria: Performance will be satisfactory when:

- you plan the presentation
- presentation shows clear purpose
- presentation is appropriately tailored to meet the needs of a specific audience
- presentation includes strong components including introduction, body, and conclusion
- presentation follows an effective organizational pattern
- presentation includes sufficient supporting material and reflects research of topic
- you gain and hold audience's attention
- you use extemporaneous delivery style
- you appear confident and natural
- you use effective eye contact to establish rapport with the audience
- you use effective nonverbal communication (body language, gesture, vocal variety)
- you use effective and appropriate language
- you identify the elements of effective oral presentations

Learning Objectives:

- a. Prepare an analysis of your audience and a purpose statement
- b. Use research sources for material to strengthen the presentation ideas
- c. Design an introduction, body, and conclusion to develop a key idea
- d. Outline a presentation designed for a particular audience
- e. Identify four styles of speaking delivery
- f. Prepare speaking notes as a delivery aid
- g. Provide visual aids that are appropriate, accurate, and attention getting
- h. Respond effectively during a question-and-answer session

**Required Artifacts:** Recording of student delivering a formal presentation for a specific audience

**Suggested Artifacts:** Presentation outline; Audio/Visual aids; Bibliography/Sources

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 10: Develop strategies for overcoming communication obstacles**

Criteria: Performance will be satisfactory when:

- you analyze communication obstacles present in real or simulated communication situations
- analysis identifies obstacles present for participants in situation
- analysis suggestions strategies for overcoming obstacles
- analysis explains why strategies should improve the situation
- you identify two or more personal communication obstacles
- you analyze possible causes of personal communication obstacles
- you outline strategies for overcoming personal obstacles to communication
- you provide evidence of personal improvement in overcoming communication obstacles

Learning Objectives:

- a. Describe obstacles encountered in interpersonal communication
- b. Describe the influences of identified barriers
- c. Design strategies for managing obstacles to communication

**Required Artifacts: None**

**Suggested Artifacts: None**

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

