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PART 1

**Fundamental Oral Communication Skills** is designed to build fundamental skills step by step through exploration of rigorous, academic content.

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<th>LANGUAGE SKILLS</th>
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<td><strong>SOCIOLOGY</strong></td>
<td><strong>Active Participation</strong></td>
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| Be an active participant | • Make requests for elaboration  
  • Use turn-taking to encourage participation | Take accurate, organized notes | Paraphrase key ideas | Prepare and deliver an informational group presentation on origins, evolution, and achievements of a social change movement |
| **ECONOMICS**       | **Idea Development** |
| Develop an idea | • Consider what you know about a topic  
  • Identify and present main ideas and supporting details | Compare textbooks to lectures | Clarify | Prepare and deliver a persuasive group presentation on the business plan of an imaginary start-up company in an effort to gain start-up capital |
| **BIOLOGY**         | **Extended Discourse** |
| Participate in extended discourse | • Discuss and respond to controversial topics  
  • Recognize and utilize digressions | Lead discussions | Identify and use interrogatives and declaratives | Prepare and have a class debate for and against vaccinating small children against known diseases |
| **HUMANITIES**      | **Speaking Styles** |
| Recognize speaking styles | • Identify emphatic argumentation  
  • Identify succinct argumentation | Identify and utilize markers for organizational structure | Create cohesion in presentations and discussions | Prepare and have a panel discussion on modern educational trends and their similarity to or difference from ideals espoused by Socrates, Plato, Goethe, and Nietzsche |
| **ENVIRONMENTAL ENGINEERING** | **Visuals** |
| Use visuals | • Connect visuals to a lecture  
  • Read and interpret complex visuals | Synthesize text into a visual | Create and communicate visuals | Prepare and deliver an informational individual presentation on a “green” building and the systems and features that make it a model for green construction |
Critical Thinking Skills moves from skill building to application of the skills that require critical thinking.

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<th>CRITICAL THINKING SKILLS</th>
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| Distinguish facts from opinions | • Identify facts through verbal and non-verbal signposts  
• Identify opinions through verbal and non-verbal signposts | Distinguish between facts and opinions in texts | Interpret and utilize hedging devices | Prepare and deliver a persuasive group presentation for an important change that needs to be made to a school or community |
| Understand implications and inferences | • Identify implied meaning  
• Determine a speaker’s intent and degree of certainty | Synthesize information from multiple sources | Understand implied conditions | Prepare and have a class debate in favor of supply side—economics and demand—side economics |
| Understand and present processes | • Identify structure and purpose of a process presentation  
• Analyze flow of a process presentation | Explain a complex process | Use generalizations and specific information | Prepare and deliver an informational individual presentation on the origins, symptoms, and treatment of an infectious disease |
| Make analogies | • Use metaphors and similes  
• Make assumptions | Assess the quality of a conclusion | Use colloquial language | Prepare and deliver an informational group presentation on the continuing influence in society of a classic work of literature |
| Summarize and synthesize research | • Select suitable research to support your ideas  
• Present well-integrated research | Understand and present a research report | Source academic references | Prepare and deliver an informational group presentation on the role that government regulations have played in health problems |
**PART 3**

**Extended Lectures** presents authentic content written and delivered by university professors. Academically rigorous application and assessment activities allow for a synthesis of the skills developed in Part 1 and Part 2.

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<thead>
<tr>
<th>LECTURE</th>
<th>RESEARCH/ASSIGNMENT</th>
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<tbody>
<tr>
<td><strong>SOCIOLOGY</strong></td>
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<tr>
<td>Five Revolutions</td>
<td>Research, prepare, and deliver an individual presentation on a grassroots social movement that has had an impact on society.</td>
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<tr>
<td>Supply and Demand</td>
<td>Research, prepare, and deliver a group presentation on the history of a lifesaving drug or service, and how its price might influence consumer and seller behavior.</td>
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<tr>
<td><strong>ECONOMICS</strong></td>
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<tr>
<td>Are Viruses Alive?</td>
<td>Research, prepare, and have a panel discussion on the potential benefits and repercussions of requiring genetic testing for fatal diseases.</td>
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<tr>
<td><strong>BIOLOGY</strong></td>
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<tr>
<td>Love and Education</td>
<td>Research, prepare, and deliver an individual presentation on volunteer organizations and private foundations that promote a “love for the world.”</td>
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<tr>
<td><strong>HUMANITIES</strong></td>
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<tr>
<td>Air Filtration Systems for the Home</td>
<td>Research, prepare, and have a class debate for and against the necessity of further federal regulation to protect consumers from false claims about health products.</td>
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