Communication General Education Skill Competency and Knowledge Objectives

Definition:

Communication is a conscious transaction designed to increase knowledge, to influence attitudes, values, beliefs, or behaviors, or foster understanding (inform, persuade, relate).

Competency and Knowledge Objectives:

To meet the oral communication requirement of the general education core, courses must cover five of the six competency/knowledge objectives below.

- 1. Ability to research, discover, and develop information resources and structure verbal messages to increase knowledge and understanding.
- 2. Ability to research, discover, and develop evidence-based reasoning and persuasive appeals for influencing attitudes, values, beliefs, or behaviors.
- 3. Ability to understand interpersonal rules, roles, and strategies in varied contexts.
- 4. Ability to effectively listen and adapt verbal messages to audiences'/receivers' personal, ideological, and emotional perspectives.
- 5. Ability to employ effective verbal and nonverbal behaviors that support communication goals.
- 6. Effectively recognize and critically evaluate the reasoning, evidence, and communication strategies of self and others.

Value Rubric: Oral Communication

| | Exceeds End-of-Course | Meets End-of-Course | Entry-Level Expectation |
|----------------------------|------------------------------------|------------------------------------|---------------------------------|
| Fundamental Criteria | Expectations | Expectations | Student has entry-level |
| | Student has achieved the outcome | Student has achieved the | awareness of content to be |
| | and makes critical judgments | outcome and consistently applies | covered |
| | related to relevance and | it | |
| | application | | |
| 1. Information Resources, | Demonstrates thorough ability to | Demonstrates the ability to | Demonstrates minimal |
| Structures | critically evaluate diverse | discover and evaluate credible | ability to discover and |
| | research in order to creatively | research in order to create an | critically evaluate research in |
| | combine structures and | appropriate structure for an | order to apply an elementary |
| | approaches for achieving | informative message. | structure to an informative |
| | understanding. | | message. |
| 2. Reasoning & Persuasive | Constructs unique, effective, and | Applies fundamental reasoning, | Demonstrates rudimentary |
| Appeals | ethical persuasive appeals using | persuasive appeals, and evidence | understanding of reasoning, |
| | sound reasoning and appropriate | to construct messages. | persuasive appeals and |
| | evidence. | | evidence to construct |
| | | | messages. |
| 3. Relationship | Flexibly adapts to various | Adequate ability to adapt | Minimal ability to adapt |
| Satisfaction | interpersonal rules and roles to | interpersonal rules and roles for | interpersonal rules and roles |
| | effectively enhance | different contexts and relational | for different contexts and |
| | communication goals of both self | needs. | relational needs. |
| | and other in varied contexts. | | |
| | | D 1212 12 2 | D |
| 4. Listen, Analyze & Adapt | Engages in reflective and critical | Demonstrates ability to listen for | Demonstrates adequate |
| | listening in order to adapt to the | information in order to | listening skills in order |
| | personal, ideological, and | differentiate personal, | identify a primary message; |
| | emotional content of messages. | ideological, and emotional | does not consider personal, |
| | | content of messages. | ideological, and emotional |
| | | | content of messages. |

| Fundamental Criteria | Exceeds End-of-Course | Meets End-of-Course | Entry-Level Expectation |
|---------------------------|-----------------------------------|-----------------------------------|--------------------------------|
| Fundamental Criteria | Expectations | Expectations | Student has entry-level |
| | Student has achieved the outcome | Student has achieved the | awareness of content to be |
| | and makes critical judgments | outcome and consistently applies | covered |
| | related to relevance and | it | |
| | application | | |
| 5. Verbal & Nonverbal | Ability to develop and civilly | Sufficient ability to develop and | Minimal ability to develop |
| Behavior | employ language and nonverbal | civilly employ language and | and employ language and |
| | communicative strategies to | nonverbal communicative | nonverbal communicative |
| | creatively inform, persuade and | strategies to inform, persuade | strategies to inform, persuade |
| | relate to others. | and relate to others. | and relate to others. |
| | | | |
| 6. Recognize & Critically | Successfully applies a wide | Applies sufficient criteria to | Identifies criteria by which |
| Evaluate | variety of criteria to analyze, | evaluate, analyze, and synthesize | messages can be evaluated; |
| | synthesize, and evaluate messages | messages as a critical consumer | demonstrates a lack of skills |
| | as a critical consumer of | of information. | to critically consume |
| | information. | | information. |