**General Education Goal:** Communicating Effectively

**Rationale:**
The general education program prepares students to employ modes of communication that can help communities reach consensus or respectfu disagreement. Effective communication leads to discovery and significant changes in the sender (who may be a writer, speaker, dancer, musician, visual artist, or actor) that produce sophisticated reading skills and a high level of quantitative, technological, and information literacy. The sender is successful in delivering the message to the receiver, who may be listening, reading, or watching. As both senders and receivers, successful communicators interact effectively with people of both similar and different experiences and values. They adapt their communication skills with increasing fluency and sophistication to new and increasingly complex situations.

**Glossary:**
- **adapts** – modifies, adjusts
- **aim** – purpose, goal
- **analyzes** – breaks into component parts and identifies their relationships
- **approach** – attitude of the composer regarding the aim
- **assumptions** – unstated, implied predispositions, principles, warrants
- **audience** – receiver of the message
- **awareness** – cognizance
- **background** – predisposition, preferences, prejudices, experiences
- **concepts** – ideas identified as relevant to the topic and aim; abstractions
- **connects** – draws links between
- **content** – what is being communicated, selected evidence, substance
- **context** – elements (e.g., historical, social, political, cultural) that affect the message
- **conventions** - expected format, structure, technique
- **defines** – identifies, describes, limits
- **delivery** – manner of expression
- **develops** – provides substance and scope
- **direction** – path for developing the message
- **discovery** – exploration of available resources, identification of applicable information
- **diverse** – disparate, various
- **documentation** – record of evidence, citation of sources; citation style
- **engagement** – connection, involvement
- **evaluates** – makes judgments based on criteria
- **explores** – examines, scrutinizes
- **higher order value** – able to weigh stronger and weaker priorities
- **historical** – socio-political-economic-cultural past
- **information sources** – resources from which evidence and support are drawn
- **insight** – revelation, epiphany, unexpected connection
- **integrates** – organizes and combines information
- **interprets** – identifies meaning or significance
- **maintains** – provides consistency
- **mechanics** – punctuation, grammar, documentation, logistics, medium
- **message** – totality of communication, claims, controlling ideas, main points, guiding principles
- **mode of communication** – manner of delivery
- **open mind** – receptivity, lack of bias
- **organizes** - places in an order
- **perspective** – viewpoint, frame of reference
- **presents** – delivers
- **receptive** – willing to explore without prejudice
- **reflects on** – thinks about, considers
- **relevant** – apt, useful, pertinent
- **reveals** – uncovers, exposes
- **scope** – boundaries, range
- **selects** – chooses among possibilities
- **situation** – exigence of immediate concern, circumstances
- **tone** – affective quality of the message
- **uses** – employs, accesses
- **valuable** – important, of worth
- **viewpoints** – perspectives
## Communicating Effectively Rubric

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>1st Year Criteria Description</th>
<th>2nd Year Criteria Description</th>
<th>3rd Year Criteria Description</th>
<th>4th Year Criteria Description</th>
<th>NA or No Evidence</th>
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<tbody>
<tr>
<td><strong>1. Defines purpose and identifies audience</strong></td>
<td>Defines the aim of the message; develops the purpose of the message; determines audience background, awareness, and perspective</td>
<td>Defines and describes the aim of the message; explains the purpose of the message; recognizes and explains the audience background and perspective</td>
<td>Defines and describes the aim of the message; explains the purpose of the message; differentiates and adapts the message for the audience background, awareness, and perspective</td>
<td>Adapts the aim of the message in the context of the audience; assesses and justifies the purpose of the message; adapts and contextualizes the message for the audience</td>
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<td><strong>2. Investigates context, situation, and information</strong></td>
<td>Identifies information sources but may not use them in an appropriate manner; demonstrates minimal awareness of diverse viewpoints; uses relevant criteria to analyze context and situation; identifies preliminary criteria to evaluate and select sources</td>
<td>Identifies information sources that are appropriate but may not relate to context, situation; recognizes diverse viewpoints; uses insightful criteria to analyze context and situation; identifies and develops criteria to evaluate and select sources</td>
<td>Identifies information sources that are appropriate and outlines the relevance to the context, situation, recognizes and investigates diverse viewpoints; uses evaluative criteria to analyze context and situation; identifies and develops relevant criteria to evaluate selected sources</td>
<td>Identifies information sources that are relevant to context, situation and applies the information in an appropriate manner; acknowledges and integrates diverse viewpoints; uses authoritative criteria to analyze context and situation; identifies and develops authoritative criteria to select sources and articulates or demonstrates the relevance of the selected sources</td>
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<td><strong>3. Reveals insight and direction</strong></td>
<td>Demonstrates minimal reflection on, and interpretation of, information; demonstrates awareness of the scope of information; shows limited awareness of assumptions; organizes concepts inconsistently</td>
<td>Demonstrates relevant but undeveloped reflection on, and interpretation of, information; identifies and categorizes scope of information; identifies assumptions; organizes concepts consistently</td>
<td>Demonstrates focused reflection on, and interpretation of, information; evaluates scope of information; identifies and evaluates assumptions; organizes and connects concepts consistently</td>
<td>Demonstrates insightful reflection on, and significant understanding of, information; recognizes the limits of the scope of information and suggests potential for expanding the scope; evaluates assumptions and demonstrates awareness of their potential impact; organizes and connects concepts synthetically</td>
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<td><strong>4. Adapts, organizes, and integrates information into message</strong></td>
<td>Shows minimal amount of integration and development of content; message follows a general organizational pattern that is not specific to the purpose and audience; message reflects simple awareness of the purpose and audience and shows minimal adaptation of approach and tone to them</td>
<td>Shows general integration and some development of content; message follows a general organizational pattern that shows relevant, but inconsistent recognition of the purpose and audience; includes moderate adaptation of approach and tone to purpose and audience</td>
<td>Shows consistent integration and development of content; message follows a specific organizational pattern that reflects consistent awareness of the purpose and audience; includes consistent adaptation of approach and tone to purpose and audience</td>
<td>Shows insightful integration and thorough development of content; message follows a specific, detailed organizational pattern that shows significant knowledge of the purpose and audience; includes insightful adaptation of approach and tone to purpose and audience</td>
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<td><strong>5. Presents message</strong></td>
<td>Mode of communication is moderately appropriate for the purpose and audience but does not reflect originality or creativity; presentation of the message sometimes follows primary or major conventions of the discipline, including mechanics and documentation, but may contain numerous errors; generally maintains audience engagement, but there may be numerous lapses</td>
<td>Mode of communication is moderately appropriate for the purpose and audience and reflects a modicum of originality or creativity; presentation of the message typically follows primary or major conventions of the discipline, including mechanics and documentation, but may contain some errors; typically maintains audience engagement, but there may be several lapses</td>
<td>Mode of communication is entirely appropriate for the purpose and audience and demonstrates some originality or creativity; presentation of the message follows virtually all expected conventions of the discipline, including mechanics and documentation, but may contain a few errors; consistently maintains audience engagement with negligible lapses</td>
<td>Mode of communication is entirely appropriate for the purpose and audience and reflects significant originality or creativity; presentation of the message follows virtually all expected conventions of the discipline, including mechanics and documentation, but may contain a few errors; consistently maintains audience engagement with negligible lapses</td>
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