Guidance from the General Education Committee for a course or course cluster to be included in the *Oral Communication* are of the general education curriculum – Crossings:

I.) Criteria to consider in the course design and syllabus
- Syllabus Structure
    - Please include the oral communication student learning outcome in the syllabus. You may wish to include the outcome verbatim or to describe how the outcome will be delivered in the course section you are teaching.
    - Try to make it explicit to the student *why* they are taking this course, that it fulfills a portion of their general education Communication requirements. If you wish, a logo is available here that can be used in your syllabus and/ or course materials.
    - By Undergraduate Curriculum Committee expectation, the syllabus should have a topical or by-week outline of what the course will cover.
    - The signature assignment should be apparent in the syllabus, either in the topical outline or in the grading schema.
- Course Content:
    - Provides instruction to students on how to communicate
    - Approximately 40% of the grade is directly related to students' practice with oral communication.
- Pedagogical strategies:
    - Builds knowledge of oral communication over time through a developmental process, not just a one-time exposure
    - Students get an opportunity for practice of oral communication
    - Provides students personalized and timely feedback from the instructor of record and/or grader (not just peers)
- Assignments:
    - Formative, not just summative assignments.

II.) Professional development
- Faculty teaching these courses participate in ongoing teaching development for communication instruction & assignment design

III.) What is a communication cluster, for departments that do not use a course from the General Education list?
- At least 2 courses.
- These courses are not pass/fail. These courses are not 0 hour.

IV.) For courses to be reviewed, the "Gen Ed Course Review" form is used in Curriculog. Please follow the advice in this document and on the Course Review page of the Crossings website, along with the specific advice in the Curriculog document, where the Gen Ed Course Review form is detailed starting on page 48.   (It is very important to read and follow the expectations in the Curriculog guidelines document.)

V.) Student learning outcome and rubric

The student learning outcome and rubric for Communication is copied below and are also available on the About Crossings page of the Crossings website.

Student learning outcome: Students will demonstrate competence in communication through organization of a central message with supporting materials in the chosen medium.

Rubric for assessing the student learning outcome:

	4	3	2	1
Organization	Organizational pattern is clearly and consistently observable. It is skillful and makes the content cohesive.	Organizational pattern is clearly and consistently observable.	Organizational pattern is intermittently observable.	Organizational pattern is not observable.
Central Message	Uses appropriate, factual, relevant, and compelling content such that a clear central message is easy to identify. Central message is also comprehensive and detailed.	Uses appropriate, factual, and relevant content to develop and explore ideas such that a clear central message is easy to identify.	Uses appropriate, factual, and relevant content to develop ideas in some parts of the work. A clear central message may not be easily identifiable.	Content may be inappropriate, inaccurate, or irrelevant to the central message, and/or a central message is not explicitly stated.
Supporting Material/Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources and varied resources to develop ideas.	Demonstrates consistent use of credible, relevant sources to support ideas.	Demonstrates an attempt to use credible and/or relevant sources to support ideas.	Demonstrates an attempt to use sources to support ideas.
And at least one of the following:				
Oral Communication Delivery	Delivery techniques make the presentation compelling, and speaker appears polished and confident.	Delivery techniques make the presentation interesting, and speaker appears comfortable.	Delivery techniques make the presentation understandable, and speaker appears tentative	Delivery techniques detract from the coherence of the presentation, and speaker appears uncomfortable.
Written Communication Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers, with clarity and fluency. Virtually error-free language.	Uses straightforward language that generally conveys meaning to readers. Few language errors	Uses language that generally conveys meaning to readers with clarity. Might include some language errors.	Uses language that sometimes impedes meaning because of language usage errors.
Digital/Visual Media	Message is compellingly delivered. Represents exceptional use of the opportunities and constraints of the medium.	Message is appropriately delivered. Represents an effective use of the opportunities and the constraints of the medium.	Message is delivered with some limitations. Represents limited use of the opportunities and constraints of the medium.	Message is unclear and inappropriately crafted for the medium.

*Definitions:

"Organizational pattern" refers to the grouping and sequencing of ideas and supporting material. It may often include a specific introduction and conclusion, sequenced material within the main body of the communication form, and transitions.

"Central message" refers to the main point/thesis/"bottom line"/"take-away" of a communication form. A clear central message is easy to identify and a compelling central message is also vivid and memorable.

Delivery techniques may include posture, gesture, eye contact, and vocal expressiveness. They enhance the effectiveness of a presentation when the speaker stands and moves with authority, looks more often at audience than at materials/notes, uses the voice expressively, and uses few vocal fillers (um, uh, like, you know, etc.)