Guidance from the General Education Committee for a course or course cluster in *Oral Communication* to be included in the General Education Curriculum:

I.) Criteria to consider in the course design and syllabus

- **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 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.) Student learning outcome and rubric

Communication and Composition (assessed in odd academic years: 19-20, 21-22, etc.)

*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:*

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<tr>
<td>Organization</td>
<td>Organizational pattern is clearly and consistently observable. It is skillful and makes the content cohesive.</td>
<td>Organizational pattern is clearly and consistently observable.</td>
<td>Organizational pattern is intermittently observable.</td>
<td>Organizational pattern is not observable.</td>
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<td>Central Message</td>
<td>Uses appropriate, factual, relevant, and compelling content such that a clear central message is easy to identify. Central</td>
<td>Uses appropriate, factual, and relevant content to develop and explore ideas such that a clear central message</td>
<td>Uses appropriate, factual, and relevant content to develop ideas in some parts of the work. A clear central message</td>
<td>Content may be inappropriate, inaccurate, or irrelevant to the central message, and/or a central message</td>
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message is also comprehensive and detailed. | central message is easy to identify. | may not be easily identifiable. | 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.)