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.) When the “Gen Ed Course Review” form is used, please be sure to follow the Curriculum guidelines document, available on the Division of Undergraduate Studies webpage.

V.) 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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<tbody>
<tr>
<td><strong>Organization</strong></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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<tr>
<td><strong>Central Message</strong></td>
<td>Uses appropriate, factual, relevant, and compelling content such that a clear central message is easy to identify.</td>
<td>Uses appropriate, factual, and relevant content to develop and explore ideas such that a clear central message is easy to identify.</td>
<td>Uses appropriate, factual, and relevant content to develop ideas in some parts of the work. A clear central message may be inappropriate.</td>
<td>Content may be inappropriate, inaccurate, or irrelevant to the central message, and/or a central message may be difficult to identify.</td>
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Last updated 2/11/21
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<th>Supporting Material/Sources and Evidence</th>
<th>Central message is also comprehensive and detailed.</th>
<th>central message is easy to identify.</th>
<th>not be easily identifiable.</th>
<th>message is not explicitly stated.</th>
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<tbody>
<tr>
<td><strong>Oral Communication Delivery</strong></td>
<td>Delivery techniques make the presentation compelling, and speaker appears polished and confident.</td>
<td>Delivery techniques make the presentation interesting, and speaker appears comfortable.</td>
<td>Delivery techniques make the presentation understandable, and speaker appears tentative</td>
<td>Delivery techniques detract from the coherence of the presentation, and speaker appears uncomfortable.</td>
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<td><strong>Written Communication Syntax and Mechanics</strong></td>
<td>Uses graceful language that skillfully communicates meaning to readers, with clarity and fluency. Virtually error-free language.</td>
<td>Uses straightforward language that generally conveys meaning to readers. Few language errors.</td>
<td>Uses language that generally conveys meaning to readers with clarity. Might include some language errors.</td>
<td>Uses language that sometimes impedes meaning because of language usage errors.</td>
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<tr>
<td><strong>Digital/Visual Media</strong></td>
<td>Message is compellingly delivered. Represents exceptional use of the opportunities and constraints of the medium.</td>
<td>Message is appropriately delivered. Represents an effective use of the opportunities and the constraints of the medium.</td>
<td>Message is delivered with some limitations. Represents limited use of the opportunities and constraints of the medium.</td>
<td>Message is unclear and inappropriately crafted for the medium.</td>
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</table>

*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.)