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| **Oral Communication** | | | | | | |
| ***Institutional Learning Outcome*** | |  | ***At the Associate’s Level*** | | ***At the Bachelor’s Level*** | ***At the Master’s Level*** |
| **Students will demonstrate the ability to effectively express themselves in a spoken format**. | | * Develops and presents cogent, coherent and substantially error-free oral presentation for communication to general and specialized audiences. * Demonstrates effective interactive communication through discussion, i.e., by listening actively and responding constructively and through structured oral presentations to general and specialized audiences. * Negotiates with peers an action plan for a practical task and communicates the results of the negotiation orally. | | * Constructs sustained, coherent arguments, narratives or explications of issues, problems or technical issues and processes, orally and at least one other medium, to general and specific audiences. * Conducts an inquiry concerning information, conditions, technologies or practices in the field of study that makes substantive use of non-English-language sources. * Negotiates with one or more collaborators to advance an oral argument or articulate an approach to resolving a social, personal or ethical dilemma | * Creates sustained, coherent arguments or explanations summarizing his/her work or that of collaborators in two or more media for both general and specialized audiences. |
| **COMPETENCY** | | **0  NOT PRESENT** | **1  INITIAL**  **(shows some comprehension)** | **2  EMERGING** | **3  DEVELOPED** | **4  HIGHLY DEVELOPED** |
| **1** | **Central Message** |  | Central message can be deduced, but is not explicitly stated in the presentation. | Central message is basically understandable but is not often repeated and is not memorable. | Central message is clear and consistent with the acceptable support and reinforcement. | Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.) |

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| **COMPETENCY** | | **0  NOT PRESENT** | **1  INITIAL**  **(shows some comprehension)** | **2  EMERGING** | **3  DEVELOPED** | **4  HIGHLY DEVELOPED** |
| **2** | **Organization** |  | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is poorly constructed or not observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive. |
| **3** | **Reasoning** |  | Makes few connections and draws erroneous conclusions. Rarely if ever provides convincing analysis for their arguments. Overlooks critical parts of a problem or solution and does not clearly describe their reasoning. | Some claims are compared, classified, or interpreted but there are also logical inconsistencies or gaps in reasoning. Analysis tends to be summarized or generalized and conclusions are unconvincing. | With a few exceptions, most reasoning, logic and analysis interpret material to provide a unique perspective on a topic, draw some significant conclusions, and create persuasive arguments. | Reasoning, logic and analysis interpret material to provide a unique perspective on a topic, draw significant conclusions, and create well-articulated, convincing arguments. |
| **4** | **Supporting Material** |  | Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic. | A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic. |
| **5** | **Presentation** |  | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. |

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| **NOTES:** |
| Definition: Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.  Institutional Learning Objectives: Students will demonstrate the ability to effectively express themselves in a variety of spoken formats at the bachelor’s level.  • Central message: The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.  • Organization: The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives.  •Reasoning: Analysis and support should be logical and consistent. Information and perspectives should be compared, classified, and interpreted to provide a unique perspective on a topic, draw significant and logical connections and conclusions, and create well-articulated, convincing arguments.  • Supporting Material: Explanations, examples, illustrations, statistics, analogies, and quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities).  • Presentation: Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).  • Graduate coursework will be assessed using the same ILO assessment rubrics utilized for undergraduate assessment with the exception that rubric category 4 (“Highly Competent” or “Accomplished”) will be defined as “Scholarly or Creative Mastery.” Additionally, graduate coursework assessment will ‘scale up’ the expectations of performance, taking into account the increased level of difficulty and complexity found in graduate course assignments. In terms of the Written Communication ILO, “Scholarly or Creative Mastery” is defined as work suitable for publication and/or dissemination, based upon the standards, expectations, and best practices in the discipline. |