**Communicative Skills**

**CLAS Graduation Requirement Learning Outcomes and Rubrics**

# Description

Classes that satisfy the requirement for communicative skills focus squarely on the building blocks of written, oral, digital, and/or multimodal communication. For the purposes of this requirement, communication is defined as a purposeful text, document, or presentation designed to increase knowledge, to foster understanding, or to promote change in the audience’s attitudes, values, beliefs, or behaviors. Central to our understanding of communicative skills is that such courses offer students many opportunities to cultivate and practice those basic skills, which will be of use to them no matter what their major or their professional and life goals.

# Essential Learning Outcomes

In the CLAS Communicative Skills core area, students will achieve proficiency in the following areas:

1. Effective Communication: Students will communicate persuasively within a variety of nonfiction genres and modes (written, oral, digital, or multimodal). They will be able to identify and distinguish among disciplinary conventions, analyze and evaluate sources, synthesize arguments, and engage in revision for particular audiences.
2. Rhetorical Analysis: Students will analyze texts, documents, or presentations with attention to rhetorical (persuasive) strategies, logical structures, and/or textual details. They will identify models and strategies in other works to use in their own expository, argumentative, and nonfiction projects.
3. Historical and Cultural Context: Students will recognize texts, documents, or presentations as rhetorical responses to historically, politically, and culturally specific contexts. They will identify and explain the socio-historic contingencies that influence experiences, understandings, and evaluations of texts in various genres.
4. Ethical thinking: Students will recognize various ethical communication situations and distinguish viable ethical positions from simple opinions, forms of propaganda, or self- interest.

# Assessment Rubrics

1. *Effective Communication*: Students will communicate persuasively within a variety of nonfiction genres and modes (written, oral, digital, or multimodal). They will be able to identify and distinguish among disciplinary conventions, analyze and evaluate sources, synthesize arguments, and engage in revision for particular audiences.

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| ***Below Proficiency*** | ***Proficient*** | ***Above Proficient*** |
| Discerns few disciplinary conventions | Distinguishes the primary disciplinary conventions | Clearly identifies and distinguishes among a range of disciplinary conventions |

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| Shows the ability to analyze only a few sources for blatant bias and uses only a few sources appropriately | Shows the ability to analyze some sources for blatant bias and uses some sources appropriately | Clearly exhibits an ability to analyze all sources for credibility and reliability and uses them appropriately |
| Only paraphrases arguments | Synthesizes some arguments but mainly summarizes them | Synthesizes arguments clearly and fairly by showing connections among them and highlighting newly learned ideas |
| Makes primarily superficial revisions when given feedback | Demonstrates the ability to make some substantive revisions when given feedback | Demonstrates the ability to make substantive revisions, when given feedback |

1. *Rhetorical Analysis*: Students will analyze texts, documents, or presentations with attention to rhetorical (persuasive) strategies, logical structures, and/or textual details. They will identify models and strategies in other works to use in their own expository, argumentative, and nonfiction projects.

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| ***Below Proficiency*** | ***Proficient*** | ***Above Proficient*** |
| Paraphrases or summarizes texts but shows little evidence of analysis | Derives rhetorical strategies from actively engaging the texts | Develops sophisticated and supported analyses of the rhetorical strategies in a text |
| Demonstrates few rhetorical skills in their own work | Demonstrates some rhetorical skills in their own work | Exhibits sophisticated use of rhetorical skills in their own work |

1. *Historical and Cultural Context:* Students will recognize texts, documents, or presentations as rhetorical responses to historically, politically, and culturally specific contexts. They will identify and explain the socio-historic contingencies that influence experiences, understandings, and evaluations of texts in various genres.

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| ***Below Proficiency*** | ***Proficient*** | ***Above Proficient*** |
| Demonstrates little awareness of the historical, political, and cultural influences on a text | Identifies the historical, political, and cultural influences on a text | Explains and analyzes the impact of historical, political, and cultural influences on a text |

1. *Ethical Thinking*: Students will recognize various ethical communication situations and distinguish viable ethical positions from simple opinions, forms of propaganda, or self- interest.

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| ***Below Proficiency*** | ***Proficient*** | ***Above Proficient*** |
| Rarely able to recognize ethical situations or to | Can generally recognize ethical situations; can | Regularly recognizes ethical situations; competently |

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| --- | --- | --- |
| differentiate viable ethical | sometimes distinguish viable | distinguishes viable ethical |
| positions from unsupported or | ethical positions from | positions from unsupported or |
| poorly supported positions | unsupported or poorly | poorly supported positions |
|  | supported positions |  |