

Oral Communication Rubric (2017)

This rubric should be applied to a variety of assignments, at least one of which should involve a presentation of advocacy (persuasion) to meet EO 1100.

	Advanced (3)	Developing (2)	Emerging (1)	Initial (0)
1.Create Messages Appropriate to the Rhetorical Context	Adjust messages while in the process of communicating (adjust to the rhetorical context).	Adapt messages to the diverse needs of different audiences (adapt to the rhetorical context).	Locate and use information relevant to the rhetorical context (audience, purpose, situation, & conventions).	Recognize features of the rhetorical context (audience, purpose, situation & conventions) of communication and how they should impact the message.
2.Select, organize and support messages with evidence and reasoning to accomplish communicative goals	Central message is compelling (precisely stated, appropriately repeated, memorable, & strongly supported). A wide variety of appropriate supporting materials clearly supports the message and/or speaker's credibility. Reasoning clearly and skillfully connects support to conclusions. Organizational pattern is clearly & consistently observable, as well as skillfully makes the content cohesive.	Central message is clear & consistent with supporting material. Appropriate supporting materials generally support the message and/or speaker's credibility. Reasoning is clear and effectively connects support to conclusions. Organizational pattern is clearly & consistently observable.	Central message is basically understandable but not often repeated and not memorable. Appropriate supporting materials partially support the message and/or speaker's credibility. Reasoning is implied and/or intermittently connects support to conclusions. Organizational pattern is intermittently observable.	Central message can be deduced, but is not explicitly stated. Insufficient supporting materials minimally support the message and/or speaker's credibility. Reasoning is not evident or does not effectively connect support to conclusions. Organizational pattern is not observable.
3.Express messages effectively through delivery techniques and language choices	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation and are appropriate to audience, purpose, and context.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable. Language choices are thoughtful and generally support the effectiveness of the presentation, and are appropriate to audience, purpose & context.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative. Language choices are mundane and commonplace and partially support the effectiveness of the presentation, and are appropriate to audience, purpose & context.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable. Language choices are unclear or not appropriate to audience, purpose & context.
4.Communicate ethically	Assess whether and how their own or another's communication adheres to ethical norms appropriate for the communication situation.	Present ideas in an ethical manner both verbally and nonverbally: apply ethical perspectives or norms to communicate ideas, evidence, and argument that are appropriate for the communication situation.	Plan to communicate ethically: apply ethical perspectives or norms to make decisions about the content, context, and manner of communicating ideas, evidence, and argument appropriate for the communication situation.	Identify ethical issues related to a communication situation.
5.Monitor and present yourself	Critically reflect on personal performance after communication events.	Perform verbal and nonverbal communication behaviors that illustrate communication efficacy.	Identify strategies to overcome personal barriers that impede communication effectiveness.	Articulate personal beliefs about abilities to accomplish communication goals.
6.Practice effective literal listening	Determine whether the number of supporting details adequately develops each main idea.	Distinguish ideas fundamental to the thesis from supporting materials.	Recognize relationships among ideas.	Recall the basic ideas, details, and affective content after listening.
7.Practice effective critical listening	Synthesize & evaluate by drawing logical inferences & conclusions.	Detect bias & prejudice. Recognize the speaker's attitude as reflected by verbal & nonverbal cues.	Discriminate between statements of fact vs. opinion and between emotional vs. logical arguments.	Attend with an opened mind (give speakers a fair hearing).

Oral Communication Literacy

Additional Suggested Material

What does this GLO mean?

Effective oral communication literacy requires skills and analytical abilities as both speakers and listeners. This includes the ability to communicate coherently and appropriately and to support arguments/opinions effectively through the use of spoken communication, as well as the ability to listen effectively both for content (literal listening) and judgement (critical listening).

This rubric applies to the planning, construction, delivery, and reception of prepared, purposeful spoken presentations designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

What should courses that seek certification in this GLO include?

- Faculty-supervised, faculty-evaluated practice in communicating orally in the presence of other listeners and listening effectively (literally and critically) to others.
- A variety of opportunities to engage in oral communication in English (language required by EO 1100) which vary in purpose, length, context, mode of delivery, and audience.
- Instruction, practice, and feedback on the following:
 - Analyzing, creating, and adapting oral communication to the rhetorical situation (audience, purpose, context, and conventions) through features of language, delivery, organization, content, etc.
 - Supporting claims, with reasoning and evidence.
 - Applying ethical communication principles and practices with regard to the purpose, audience, and context
 - Reflecting on and developing effectiveness and self-monitoring as a communicator
 - Listening both literally (for message content) and critically (to evaluate and draw conclusions)
- Discussion, reflection and implications for practice of the major features of communication (i.e. Threshold Concepts) for oral communicators (speakers and listeners):
 - **Social Construction:** Understanding and meaning emerge in coordination with other human beings and is dependent on language (communication) as a fundamental system for the construction of meaningful reality.
 - **Relationality:** Communication is inherently transactional and collaborative; as a human behavior, to communicate is to engage with others, share meaning, make arguments, speak and listen, and transact together.
 - **Strategy:** Competent communication requires strategy and intention. It involves the capacity to read and interpret contexts and situations to readily tailor and develop messages.
 - **Adaptability:** Communication and communicators are adaptable. Communication behaviors must change in different contexts, cultures, and communities (that is, adapt to the rhetorical context) to be effective.

What should CSUSB graduates know and be able to do in terms of this GLO?

- **Create messages appropriate to the audience, purpose, context, and conventions (demonstrate rhetorical knowledge):**
 - Recognize features of the rhetorical context (audience, purpose, situation and conventions) of communication and how they should impact the message.
 - locate and use information relevant to their audiences, purposes, and contexts
 - adapt messages to the diverse needs of different audiences
 - adjust messages while in the process of communicating
- **Select, organize and support messages with evidence and reasoning to accomplish communicative goals**
 - Central message (thesis) is compelling (precisely stated, appropriately repeated, memorable, & strongly supported).
 - A wide variety of appropriate supporting materials support the message and/or speaker's credibility (examples, statistics, laws, testimony, etc.) relevant to their audiences, purposes, and contexts
 - Reasoning clearly and skillfully connects supporting materials to conclusions.
 - Forms of reasoning include: logic, scientific reasoning, visual/aural proof, enthymemes, storytelling, as well as argument by specific instances: sign, cause, generalization, analogy, authority, etc.
 - Organizational pattern is clearly & consistently observable, as well as skillfully makes the content cohesive.
- **Express messages effectively through delivery techniques and language choices**
 - Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.
 - Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation and are appropriate to audience, purpose, and context.
- **Communicate ethically**
 - Identify ethical issues related to a communication situation.
 - Plan to communicate ethically: apply ethical perspectives or norms to make decisions about the content, context, and manner of communicating ideas, evidence, and argument appropriate for the communication situation.
 - Present ideas in an ethical manner both verbally and nonverbally: apply ethical perspectives or norms to communicate ideas, evidence, and argument that are appropriate for the communication situation.
 - Assess whether and how their own or another's communication adheres to ethical norms appropriate for the communication situation
- **Monitor and present themselves**
 - Articulate personal beliefs about abilities to accomplish communication goals
 - Identify strategies to overcome personal barriers that impede communication effectiveness.
 - Perform verbal and nonverbal communication behaviors that illustrate communication effectiveness.
 - Critically reflect on personal performance after communication events.
- **Listen effectively (included in CSU EO 1100 requirements)**

Listening is the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages. Effective listening includes both literal and critical comprehension of ideas and information transmitted in oral language.

 - **Practice effective literal listening**
 - Recall the basic ideas, details, and affective content after listening.
 - Recognize relationships among ideas
 - Demonstrate an understanding of the types of organizational or logical relationships.
 - Identify transitions that suggest relationships.

- Distinguish ideas fundamental to the thesis from supporting materials.
- Determine whether the number of supporting details adequately develops each main idea.
- **Practice effective critical listening**
 - Attend with an opened mind
 - Demonstrate an awareness of personal, ideological, and emotional biases.
 - Demonstrate awareness that each person has a unique perspective.
 - Demonstrate awareness that one's knowledge, experience, and emotions affect listening.
 - Use verbal and nonverbal behaviors that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.
- Discriminate between statements of fact vs. opinion and between emotional vs. logical arguments
 - Distinguish between assertions that are verifiable and those that are not.
 - Demonstrate an understanding that arguments have both emotional and logical dimensions.
 - Identify the logical characteristics of an argument.
 - Identify the emotional characteristics of an argument.
 - Identify whether the argument is predominantly emotional or logical.
- Detect bias & prejudice and recognize the speaker's attitude (direction, intensity, salience) as reflected by verbal and nonverbal cues
 - Identify instances of bias and prejudice in a spoken message.
 - Specify how bias and prejudice may affect the impact of a spoken message.
 - Identify the direction, intensity, and salience of the speaker's attitude as reflected by the verbal messages.
 - Identify the direction, intensity, and salience of the speaker's attitude as reflected by the nonverbal messages.
- Synthesize & evaluate by drawing logical inferences & conclusions
 - Draw relationships between prior knowledge and the information provided by the speaker.
 - Demonstrate an understanding of the nature of inference.
 - Identify the types of verbal and nonverbal information.
 - Draw valid inferences from the information.
 - Identify the information as evidence to support views.
 - Assess the acceptability of evidence.
 - Identify patterns of reasoning and judge the validity of arguments.
 - Analyze the information and inferences in order to draw conclusions.

Resources:**What are some assignments that might contribute to meeting this GELO?**

- Comprehensive analysis of the audience, purpose, context, as well as ethical considerations and how the message will adapt to these.
 - Ethical considerations are always extant, but become particularly poignant when persuasion (advocacy) is the purpose.
- Extensive preparation outline for a presentation including correct citation of sources.
- Reflection on how and why messages were adjusted during a presentation.
- A variety of oral presentation assignments that vary in purpose, length, audience, format, and complexity.
- Critical evaluation of whether and how their own and/or another's oral communication adheres to the ethical norms appropriate for the audience, topic, purpose, and context.
 - If ethical violations took place, how could the presenter communicate the message in an ethical manner?
- Self-evaluation of perceived communication barriers, identification of specific strategies to overcome them before a presentation, and reflection on communication performance.
- Peer evaluations of others' presentations including:
 - Identifying of main points, supporting evidence, and connectors
 - Distinguishing between facts and opinions
 - Discriminating between logical and emotional arguments
 - Evaluating of whether each main idea was adequately supported and developed
 - Reflecting on how personal attitudes, biases, and existing knowledge affect the listening process.
 - Identifying techniques to give speakers a fair hearing and be an ethical listener.
 - Detecting speaker bias, prejudice, and attitudes, and how these impact the message.
 - Determining if the evidence and argument logically and effectively support the speaker's conclusions.

What resources are available to help me evaluate oral presentations?

- See the National Communication Association's *The Competent Speaker Evaluation Form* (2nd ed). This is a validated measure for evaluating speeches. It includes both a detailed and holistic rubric with guidelines for using them. Available online at http://www.natcom.org/uploadedFiles/Teaching_and_Learning/Assessment_Resources/PDF-Competent_Speaker_Speech_Evaluation_Form_2ndEd.pdf

Additional Resources

- General Education Breadth Requirements, California State University Executive Order 1100, Article 4: Subject area distribution, Area A: English language communication and critical thinking (2015). Available online at <http://www.calstate.edu/EO/EO-1100.html>
- Kidd, N., Parry-Giles, T., Beebe, S. A. & Mello, W. B. (2016). Measuring college learning in communication. In R. Arum, J. Roksa, & A. Cook (Eds.) *Improving quality in American higher education: Learning outcomes and assessments for the 21st century* (pp. 189-223). San Francisco, CA: Jossey-Bass. Available online at <http://higherred.ssrc.org/wp-content/uploads/MCL-in-Communication.pdf>
- Moreale, S., Moore, M., Surges-Tatum, D., Webster, L. (2007). *The Competent Speaker Evaluation Form* (2nd ed.). Washington, DC: National Communication Association. Available online at http://www.natcom.org/uploadedFiles/Teaching_and_Learning/Assessment_Resources/PDF-Competent_Speaker_Speech_Evaluation_Form_2ndEd.pdf
- Moreale, S., Rubin, R. B., & Jones, E. (1998, 2012). *Speaking & listening competencies for college students*. Washington, DC: National Communication Association. Available online at http://www.natcom.org/uploadedFiles/Teaching_and_Learning/Assessment_Resources/PDF-Speaking_and_Listening_Competencies_for_College_Students.pdf