Communication Component Area I Core Curriculum Course Proposals Rubric Cover Sheet

This document is being provided, hopefully, to assist you as you begin the process of preparing proposals for the New Core. You can find the Core Curriculum Component Application at the Academic Affairs web site under Forms: http://www.shsu.edu/~vaf_www/forms/Curriculum.html

The Application plus a copy of the course syllabus needs to be submitted to the Core Curriculum Committee for their consideration. Each of the Component Areas has a Sub-Committee that will be studying the submissions. Each of these Sub-Committees has also developed a rubric that should assist you in understanding what they will be looking for in the proposals.

The Communication Rubric is being provided to those who desire to submit a course for Component Area I, Communication. In preparing proposals for this areas please consider the points below. The THECB prepared the standards that the Sub-Committee is using for the development of the Rubric. Be aware that in the end the THECB will approve or not approve the courses we submit to them.

- Read the verbiage in Application and the Rubric carefully and attempt to address thoroughly all of the issues.
- The areas covered in the Rubric are addressing the Component Area criteria, the Skill Objective requirements, and an assessment for each of these.
- In dealing with assessment it is imperative that the same assessment be applied to each section of the course being proposed. In other words it is not acceptable to have separate instructors teaching the course developing their own assessment instrument. The instrument should be standardized or departmental in nature.
- If one wishes to use "embedded items in exams" then please be more specific. For example one might indicate the areas from which the exam items are drawn or perhaps say that a scenario is provided and students are asked to evaluate likely outcomes.
- If essay or papers are required the method of evaluation needs to be provided.
- Our goal is to assist you in the development of the proposal so if we can be of help please feel free to call on us. The members of the Communication Sub-Committee are given below.

Committee Members: Doug Krienke (Chair), Bill Fleming, Anne Gaillard, Daphne Johnson, Brian Miller, Dana Nicolay, Mary Robbins, Karen Smith, Tamara Waggener

Communication Core Curriculum Courses Rubric

Standard: Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

La di sata a / Cuita ai a	Dalassa Cuitania	Almont Mart	Masta Cuitania	Francis Cuitouis	C/
Indicator/Criteria	Below Criteria	Almost Meets	Meets Criteria	Exceeds Criteria	Score/
	Standards	Criteria Standards	Standards	Standards	Notes
	(1)	(2)	(3)	(4)	
There is a focus on developing ideas	No evidence or	The evidence	The evidence submitted	The evidence submitted	
and expressing them clearly.	required	submitted supports	supports that most	supports that all	
 Demonstrate writing and 	elements.	that a few of the	elements are present;	elements are present;	
speaking processes through		elements are present;	there is adequate	there is detailed	
invention, organization, drafting,		there is some	evidence that	evidence that	
revision, editing, and		evidence that	developing ideas and	developing ideas and	
presentation.		developing ideas and	expressing them clearly	expressing them clearly	
		expressing them	is a content focus.	is a content focus.	
 Develop the ability to research 		clearly is a content			
and write a documented paper		focus.			
and/or to give an oral					
presentation.					
Assesses students' ability to develop	No evidence.	The assessment	The assessment	The assessment clearly	
ideas and express them clearly.		vaguely measures the	measures the students'	and completely	
		students' ability to	ability to develop ideas	measures the students'	
		develop ideas and	and clearly express	ability to develop ideas	
		clearly express them.	them.	and clearly express	
		, , ,		them.	

Indicator/Criteria	Below Criteria Standards (1)	Almost Meets Criteria Standards (2)	Meets Criteria Standards (3)	Exceeds Criteria Standards (4)	Score/ Notes
This course requires students to consider the effect of messages while fostering understanding of these messages. • Specify audience and purpose. • Select appropriate communication choices.	No evidence of required elements.	The evidence submitted supports that a few of the elements are present; there is some evidence that students are required to consider the effect of messages while fostering understanding of	The evidence submitted supports that most elements are present; there is adequate evidence that students are required to consider the effect of messages while fostering understanding of these messages.	The evidence submitted supports that all elements are present; there is detailed evidence that students are required to consider the effect of messages while fostering understanding of these messages.	
	\circ	these messages.			
Assess students' ability to consider the effect of messages while fostering understanding of these messages	No evidence.	The assessment vaguely measures the behavior and interaction.	The assessment measures the behavior and interaction.	The assessment clearly and completely measures the behavior and interaction.	
This course develops students' ability to communicate persuasively • Apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.	No evidence of required elements.	The evidence submitted supports that a few of the elements are present; there is a little evidence that students develop the ability to communicate persuasively.	The evidence submitted supports that most elements are present; there is some evidence that students develop the ability to communicate persuasively.	The evidence submitted supports that all elements are present; there is strong evidence that students develop the ability to communicate persuasively.	

Indicator/Criteria	Below Criteria	Almost Meets	Meets Criteria	Exceeds Criteria	Score/
, , , , , , , , , , , , , , , , , , , ,	Standards	Criteria Standards	Standards	Standards	Notes
	(1)	(2)	(3)	(4)	
Assess the students' ability to	No evidence.	The assessment	The assessment	The assessment clearly	
communicate persuasively.		vaguely measures	measures students'	and completely	
		students' ability to	ability to communicate	measures students'	
		communicate	persuasively.	ability to communicate	
		persuasively.		persuasively.	
The course requires the use of oral,	No evidence.	The evidence	The evidence submitted	The evidence submitted	
aural, written, and visual literacy skills		submitted supports	supports that most	supports that all	
that enable people to exchange		that a few of the	elements are present;	elements are present;	
messages appropriately to the subject,		elements are present;	there is some evidence	there is strong evidence	
occasion, and audience.		there is a little	that students are	that students are	
 Participate effectively in groups 		evidence that students	required to engage in	required to engage in	
with emphasis on listening,		are required to	the use of oral, aural,	the use of oral, aural,	
critical and reflective thinking,		engage in the use of	written, and visual	written, and visual	
and responding.		oral, aural, written,	literacy skills that	literacy skills that	
 Apply modes of expression, i.e., 		and visual literacy	enable people to	enable people to	
descriptive, expositive, narrative,		skills that enable	exchange messages	exchange messages	
scientific, and self-expressive, in		people to exchange	appropriate to the	appropriate to the	
written, visual, and oral		messages appropriate	subject, occasion, and	subject, occasion, and	
communication.		to the subject,	audience.	audience.	
		occasion, and			
		audience.			

Indicator/Criteria	Below Criteria Standards	Almost Meets Criteria Standards	Meets Criteria Standards	Exceeds Criteria Standards	Score/ Notes
	(1)	(2)	(3)	(4)	
Assess the students' ability to engage in	No evidence.	The assessment	The assessment	The assessment clearly	
the use of oral, aural, written, and visual		vaguely measures	measures students'	and completely	
literacy skills that enable people to		students' ability to	ability to engage in the	measures students'	
exchange messages appropriate to the		engage in the use of	use of oral, aural,	ability to engage in the	
subject, occasion, and audience.		oral, aural, written,	written, and visual	use of oral, aural,	
		and visual literacy	literacy skills that	written, and visual	
		skills that enable	enable people to	literacy skills that	
		people to exchange	exchange messages	enable people to	
		messages appropriate	appropriate to the	exchange messages	
		to the subject,	subject, occasion, and	appropriate to the	
		occasion, and	audience.	subject, occasion, and	
		audience.		audience.	
	Core Obje	ectives Required in Compo	onent Area I		
Critical Thinking Skills are integrated	No evidence.	There is some	There is adequate	There is detailed	
into the content.		evidence that	evidence that elements	evidence that all	
Creative thinking		elements of critical	of critical thinking skills	elements of critical	
Innovation		thinking skills are	are integrated into the	thinking skills are	
• Inquiry		integrated into the	course content.	integrated into the	
Analysis		course content.		course content.	
Evaluation					
Synthesis of Information					
Effective Communication Skills	No evidence.	There is some	There is adequate	There is detailed	
(written, oral, & visual) integrated into		evidence that	evidence that	evidence that	
the content. Including:		communication skills	communication skills	communication skills	
Development		are integrated into the	are integrated into the	are integrated into the	
Interpretation		course content.	course content.	course content.	
• Expression of ideas					

Teamwork:	No evidence.	There is some	There is adequate	There is detailed		
 Consider different points of 		evidence that	evidence that	evidence that all		
view.		teamwork skills are	Teamwork Skills are	Teamwork Skills are		
 Work effectively with others to 		integrated into the	integrated into the	integrated into the		
support a shared purpose or		course content.	course content.	course content.		
goal.						
Personal Responsibility:	No evidence.	There is some	There is adequate	There is detailed		
 Ability to connect choices, 		evidence that Personal	evidence that Personal	evidence that Personal		
actions, and consequences to		Responsibility is	Responsibility is	Responsibility is		
ethical decision-making.		integrated into the	integrated into the	integrated into the		
		course content.	course content.	course content.		
Overall Notes:						
Please in	ndicate your appro	oval/disapproval by signin	ng the appropriate space be	elow:		
1. Approve:	Approve: Disapprove:					
2. Approve:	2. Approve: Disapprove:					
2. Annrova:						