

**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](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.**

| Indicator/Criteria  | Below Criteria Standards (1)  | Almost Meets Criteria Standards (2)  | Meets Criteria Standards (3)   | Exceeds Criteria Standards (4)  | Score/Notes |
|---|---|--|--|---|-------------|
| <p><b>There is a focus on developing ideas and expressing them clearly.</b></p> <ul style="list-style-type: none"> <li>• Demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.</li> <li>• Develop the ability to research and write a documented paper and/or to give an oral presentation.</li> </ul> | <p>No evidence or required elements.</p> <p style="text-align: center;">○</p> | <p>The evidence submitted supports that a few of the elements are present; there is some evidence that developing ideas and expressing them clearly is a content focus.</p> <p style="text-align: center;">○</p> | <p>The evidence submitted supports that most elements are present; there is adequate evidence that developing ideas and expressing them clearly is a content focus.</p> <p style="text-align: center;">○</p> | <p>The evidence submitted supports that all elements are present; there is detailed evidence that developing ideas and expressing them clearly is a content focus.</p> <p style="text-align: center;">○</p> |             |
| <p>Assesses students' ability to develop ideas and express them clearly.</p>  | <p>No evidence.</p> <p style="text-align: center;">○</p>                      | <p>The assessment vaguely measures the students' ability to develop ideas and clearly express them.</p> <p style="text-align: center;">○</p>   | <p>The assessment measures the students' ability to develop ideas and clearly express them.</p> <p style="text-align: center;">○</p>   | <p>The assessment clearly and completely measures the students' ability to develop ideas and clearly express them.</p> <p style="text-align: center;">○</p>   |             |

| Indicator/Criteria  | Below Criteria Standards (1)  | Almost Meets Criteria Standards (2)   | Meets Criteria Standards (3)  | Exceeds Criteria Standards (4)   | Score/Notes |
|---|---|---|---|--|-------------|
| <p><b>This course requires students to consider the effect of messages while fostering understanding of these messages.</b></p> <ul style="list-style-type: none"> <li>Specify audience and purpose.</li> <li>Select appropriate communication choices.</li> </ul>        | <p>No evidence of required elements.</p> <p style="text-align: center;">○</p> | <p>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 these messages.</p> <p style="text-align: center;">○</p> | <p>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.</p> <p style="text-align: center;">○</p> | <p>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.</p> <p style="text-align: center;">○</p> |             |
| <p>Assess students' ability to consider the effect of messages while fostering understanding of these messages</p>  | <p>No evidence.</p> <p style="text-align: center;">○</p>                      | <p>The assessment vaguely measures the behavior and interaction.</p> <p style="text-align: center;">○</p>   | <p>The assessment measures the behavior and interaction.</p> <p style="text-align: center;">○</p>   | <p>The assessment clearly and completely measures the behavior and interaction.</p> <p style="text-align: center;">○</p>   |             |
| <p><b>This course develops students' ability to communicate persuasively</b></p> <ul style="list-style-type: none"> <li>Apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.</li> </ul> | <p>No evidence of required elements.</p> <p style="text-align: center;">○</p> | <p>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.</p> <p style="text-align: center;">○</p>   | <p>The evidence submitted supports that most elements are present; there is some evidence that students develop the ability to communicate persuasively.</p> <p style="text-align: center;">○</p>   | <p>The evidence submitted supports that all elements are present; there is strong evidence that students develop the ability to communicate persuasively.</p> <p style="text-align: center;">○</p>   |             |

| Indicator/Criteria   | Below Criteria Standards (1)                             | Almost Meets Criteria Standards (2)  | Meets Criteria Standards (3)   | Exceeds Criteria Standards (4)  | Score/Notes |
|--|--|--|--|---|-------------|
| <p>Assess the students' ability to communicate persuasively.</p>   | <p>No evidence.</p> <p style="text-align: center;">○</p> | <p>The assessment vaguely measures students' ability to communicate persuasively.</p> <p style="text-align: center;">○</p>   | <p>The assessment measures students' ability to communicate persuasively.</p> <p style="text-align: center;">○</p>   | <p>The assessment clearly and completely measures students' ability to communicate persuasively.</p> <p style="text-align: center;">○</p>   |             |
| <p><b>The course requires the use of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriately to the subject, occasion, and audience.</b></p> <ul style="list-style-type: none"> <li>• Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.</li> <li>• Apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.</li> </ul> | <p>No evidence.</p> <p style="text-align: center;">○</p> | <p>The evidence submitted supports that a few of the elements are present; there is a little evidence that students are required to engage in the use of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.</p> <p style="text-align: center;">○</p> | <p>The evidence submitted supports that most elements are present; there is some evidence that students are required to engage in the use of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.</p> <p style="text-align: center;">○</p> | <p>The evidence submitted supports that all elements are present; there is strong evidence that students are required to engage in the use of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.</p> <p style="text-align: center;">○</p> |             |

| Indicator/Criteria   | Below Criteria Standards (1)                             | Almost Meets Criteria Standards (2)  | Meets Criteria Standards (3)   | Exceeds Criteria Standards (4)  | Score/Notes |
|--|--|--|--|---|-------------|
| <p>Assess the students' ability to engage in the use of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.</p>   | <p>No evidence.</p> <p style="text-align: center;">○</p> | <p>The assessment vaguely measures students' ability to engage in the use of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.</p> <p style="text-align: center;">○</p> | <p>The assessment measures students' ability to engage in the use of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.</p> <p style="text-align: center;">○</p> | <p>The assessment clearly and completely measures students' ability to engage in the use of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.</p> <p style="text-align: center;">○</p> |             |
| <b>Core Objectives Required in Component Area I</b>  |  |  |  |   |             |
| <p><b>Critical Thinking Skills are integrated into the content.</b></p> <ul style="list-style-type: none"> <li>• <i>Creative thinking</i></li> <li>• <i>Innovation</i></li> <li>• <i>Inquiry</i></li> <li>• <i>Analysis</i></li> <li>• <i>Evaluation</i></li> <li>• <i>Synthesis of Information</i></li> </ul> | <p>No evidence.</p> <p style="text-align: center;">○</p> | <p>There is some evidence that elements of critical thinking skills are integrated into the course content.</p> <p style="text-align: center;">○</p>   | <p>There is adequate evidence that elements of critical thinking skills are integrated into the course content.</p> <p style="text-align: center;">○</p>   | <p>There is detailed evidence that all elements of critical thinking skills are integrated into the course content.</p> <p style="text-align: center;">○</p>  |             |
| <p><b>Effective Communication Skills (written, oral, &amp; visual) integrated into the content. Including:</b></p> <ul style="list-style-type: none"> <li>• <i>Development</i></li> <li>• <i>Interpretation</i></li> <li>• <i>Expression of ideas</i></li> </ul>   | <p>No evidence.</p> <p style="text-align: center;">○</p> | <p>There is some evidence that communication skills are integrated into the course content.</p> <p style="text-align: center;">○</p>   | <p>There is adequate evidence that communication skills are integrated into the course content.</p> <p style="text-align: center;">○</p>   | <p>There is detailed evidence that communication skills are integrated into the course content.</p> <p style="text-align: center;">○</p>  |             |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| <p><b>Teamwork:</b></p> <ul style="list-style-type: none"> <li>• Consider different points of view.</li> <li>• Work effectively with others to support a shared purpose or goal.</li> </ul> | <p>No evidence.</p> <p style="text-align: center;"><input type="radio"/></p> | <p>There is some evidence that teamwork skills are integrated into the course content.</p> <p style="text-align: center;"><input type="radio"/></p>        | <p>There is adequate evidence that Teamwork Skills are integrated into the course content.</p> <p style="text-align: center;"><input type="radio"/></p>        | <p>There is detailed evidence that all Teamwork Skills are integrated into the course content.</p> <p style="text-align: center;"><input type="radio"/></p>    |  |
| <p><b>Personal Responsibility:</b></p> <ul style="list-style-type: none"> <li>• Ability to connect choices, actions, and consequences to ethical decision-making.</li> </ul>                | <p>No evidence.</p> <p style="text-align: center;"><input type="radio"/></p> | <p>There is some evidence that Personal Responsibility is integrated into the course content.</p> <p style="text-align: center;"><input type="radio"/></p> | <p>There is adequate evidence that Personal Responsibility is integrated into the course content.</p> <p style="text-align: center;"><input type="radio"/></p> | <p>There is detailed evidence that Personal Responsibility is integrated into the course content.</p> <p style="text-align: center;"><input type="radio"/></p> |  |
| <p>Overall Notes:</p><br><br><br><br><br><br><br><br><br><br>   |  |  |  |  |  |

Please indicate your approval/disapproval by signing the appropriate space below:

1. Approve: \_\_\_\_\_

Disapprove: \_\_\_\_\_

2. Approve: \_\_\_\_\_

Disapprove: \_\_\_\_\_

3. Approve: \_\_\_\_\_

Disapprove: \_\_\_\_\_