



# COMMUNICATION ACROSS THE CURRICULUM

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## COMMUNICATES EFFECTIVELY

The Cedarville graduate listens well, and produces clear, compelling, accurate and truthful messages in a relevant, respectful manner.

## AREAS TO ASSESS

- Oral
  - Alverno College, Milwaukee, Wisconsin
  - Consulted with Communication Arts
- Written
- Listening
  - National Communication Association
  - Consulted with Communication Arts

# CATEGORIES IN PUBLIC SPEAKING RUBRIC

1. Connects with audience through SPEAKING ON ONE'S FEET  
(This category recognizes the importance of extemporaneous speaking)
2. Connects with audience through ESTABLISHING AND MAINTAINING CONTEXT (clarifying, in a manner appropriate to a specified audience, limits of the situation and sources of thinking)
3. Connects with audience through VERBAL EXPRESSION (word choice/style/tone-reflecting awareness of the audience's degree of knowledge, values, need for clarity, right to an opinion, and expectation of interest)
4. Connects with audience through EFFECTIVE DELIVERY  
(speaking with credibility demonstrated through adequate volume and voice projection, clear articulation, vocal variety, use of gestures/body language, eye contact, and projection of interest in topic and audience)
5. Connects with audience through use of APPROPRIATE CONVENTIONS (word usage, pronunciation, sentence structure, citing and documenting sources)
6. Connects with audience through PURPOSEFUL STRUCTURE (sense of introduction/development/conclusion; thesis statement; focusing by main point made; major/minor connections)
7. Connects with audience through SUPPORT FOR A POSITION/DEVELOPMENT OF AN IDEA
8. Connects with audience through CREATION and USE OF MULTI-MEDIA
9. Connects with audience through ORIGINAL AND APPROPRIATE CONTEXT (criteria may be further contextualized by instructor discipline)

# PUBLIC SPEAKING RUBRIC – YEAR 1 & 4

Year 1

3. Connects with audience through VERBAL EXPRESSION (word choice/style/tone-reflecting awareness of the audience's degree of knowledge, values, need for clarity, right to an opinion, and expectation of interest)

Uses language that shows some awareness of appropriate style/tone and varied word choice.

0

Language does not consider the audience

1

- Language recognizes the audience's central role (knowledge, right to an opinion)
- Word choice is static

2

- Language incorporates concrete, concise terms to increase audience understanding
- Word choice varies according to development of ideas

3

- Language exhibits respect and appreciation for audience through style and tone adopted
- Word choice varies according to development of ideas and need for clarity

Year 4

3. Connects with audience through VERBAL EXPRESSION (word choice/style/tone-reflecting awareness of the audience's degree of knowledge, values, need for clarity, right to an opinion, and expectation of interest)

Uses language that reflects a refined awareness of the audience [refined: precise, exact; polished; free from slang; using the correct language for the discipline]

0

Language does not consider the audience or the discipline

1

- A few vocalized pauses
- Word choice is free from slang and appropriate to the discipline

2

- No vocalized pauses
- Language includes the audience as participants in meaning making
- Word choice is free from slang, exact, and appropriate to the discipline

3

- No vocalized pauses
- Language includes a refined awareness of the audience
- Word choice is precise, exact, polished, free from slang, and appropriate to the discipline

# PUBLIC SPEAKING RUBRIC – YEARS 2 & 3

Year 2

9. Connects with audience through ORIGINAL AND APPROPRIATE CONTEXT (criteria may be further contextualized by instructor in discipline)

Demonstrates appropriate application of designated or selected ideas, using valid sources

0

1

2

3

Ideas not appropriately applied

- Content has detail that attempts to explain ideas
- Sources attempt to support content
- No error within explanation of ideas

- Content has detail that accurately explains idea
- No error within explanation of ideas
- Sources support content

- Content is applied to relevant ideas
- Valid sources support content
- No error in explanation of ideas

Year 3

9. Connects with audience through ORIGINAL AND APPROPRIATE CONTEXT (criteria may be further contextualized by instructor in discipline)

Identifies key elements that indicate understanding of frameworks/theories, using valid sources

0

1

2

3

- No connection of ideas to theory
- Sources missing or invalid

- Content is referenced in relation to theories and frameworks, not applied
- Valid sources support content
- No error in explanation of ideas

- Content is applied to relevant theories and frameworks
- Valid sources support content
- No error in explanation of ideas

- Content demonstrates understanding of relevant theories and frameworks
- Valid sources prove and enhance content
- No error in explanation of ideas

## PILOT PROGRAM

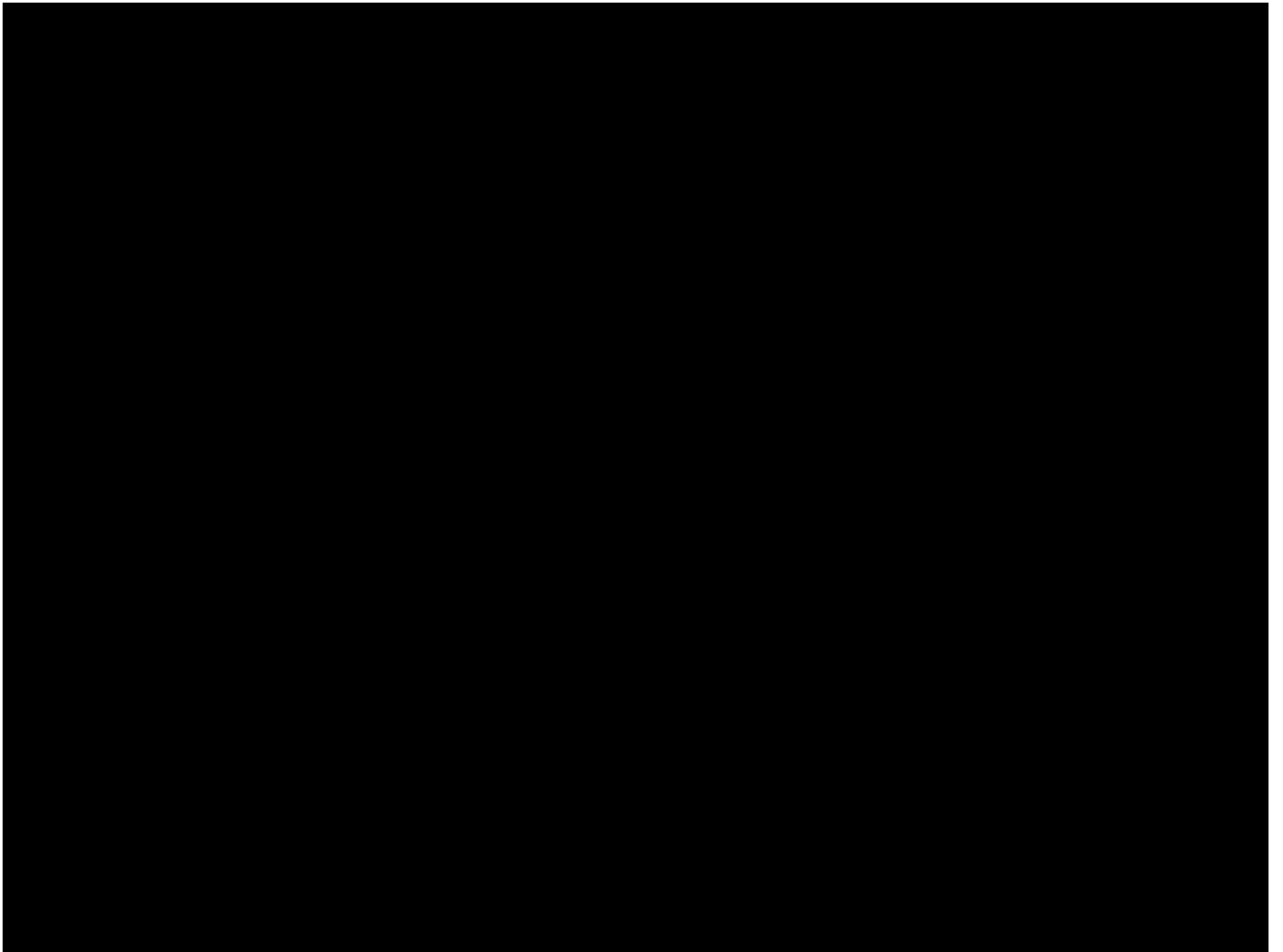
- Communication Arts (L-1; L-4)
- Pharmacy (L-2)
- Bible (L-3)
- Music (L-4)
- Videotape of all performances
- Feedback on rubrics with involved professors
- Workgroup assessment - SU 2011

# LISTENING

- Pilot runs Spring, 2011
- Randomly selected freshmen-seniors
  - Question difficulty follows Bloom's Revised Taxonomy
- 20-30 minute speech
- Listening questions pertain to the speech.
- Test format

# COMPETENCIES

- Recognize and recall main ideas
- Organization
- Supporting material
- Detect bias
- Nonverbal messages



# CREATING THE WRITING RUBRIC

The background of the slide features a light blue gradient. On the left side, there is a faint, stylized graphic of a sunburst with several rays emanating from a central point. Below the sunburst, there is a silhouette of a classical building facade with several columns and arches. The overall aesthetic is clean and professional.

Five Part Process

Began by examining other widely used rubrics:

- CLAQWA (Cognitive Level and Quality Writing Assessment)
- Barbara Walvoord (a leading scholar and author on the subject of writing assessment)
- Washington State Critical Thinking Rubric
- Carnegie Mellon Writing Rubrics

- Discussed “good” writing criterion with the Composition Committee
- Borrowing from many rubrics, making revisions, adding, and deleting per our discussions
- Created a rough draft of our rubric measuring writing criterion using generic concepts that could be applied to all disciplines and all assignments

- Took the rough draft to the Student Learning Outcome on Effective Communication Committee
- Draft was broken into four different levels ranging from the first-year to the senior year.
- Much wordsmithing occurred

## TRAINING SESSION

- Met with members of the pilot project prior to the school year
- Discussed the criterion and performance indicators for each level of the rubric
- Showed how to use the online version (input data)
- Held a norming session

## HERE IS WHAT OUR RUBRICS CURRENTLY LOOK LIKE:

1. **Context and Purpose for writing:** includes considerations of audience, main idea, purpose, and the requirements of the writing assignment.
2. **Organization and Structure:** includes opening, transitions, paragraph construction, and closing.
3. **Critical thought and Appropriate Support:** includes a logical progression of ideas that are supported with a sufficient quantity and quality of truthful and ethical evidence.
4. **Language:** includes word choice, comprehensibility, sentence construction, and point-of-view
5. **Observation of Standard Edited English:** includes, grammar, spelling, punctuation, and mechanics

# WRITTEN COMMUNICATION RUBRIC – YEAR 1 & 4

Year 1

## 1. Context and Purpose for writing: includes considerations of audience, main idea, purpose and the requirements of the writing assignment

0

- no consideration for intended audience
- purpose for writing is unclear
- main idea is unclear
- assignment requirements are not met

1

- some consideration for intended audience in parts of the paper
- purpose for writing is somewhat clear
- main idea is somewhat clear in parts of the paper
- some of the assignment requirements are met

2

- adequate consideration for intended audience throughout most of the paper
- purpose for writing is clear throughout most of the paper
- main idea is clear throughout most of the paper
- most of the assignment requirements are met

3

- adequate consideration for intended audience throughout all of the paper
- purpose for writing is clear throughout all of the paper
- main idea is clear throughout all of the paper
- all assignment requirements are met

Year 2

## 1. Context and Purpose for writing: includes considerations of audience, main idea, purpose and the requirements of the writing assignment

0

- insufficient consideration and understanding of a discipline specific audience
- purpose for writing is unclear or inappropriate for discipline
- main idea is unclear or not pertinent to the discipline
- not all assignment requirements are met

1

- adequate consideration and understanding of a discipline specific audience in most of the paper
- purpose for writing is clear and appropriate for the discipline throughout most of the paper
- main idea is clear and pertinent to the discipline in most of the paper
- most of the assignment requirements are met

2

- fully considers and understands a discipline specific audience throughout all of the paper
- purpose for writing is clear and appropriate for the discipline throughout all of the paper
- main idea is clear and pertinent to the discipline throughout all of the paper
- all of the assignment requirements are met

3

- writes in a manner compelling to a discipline specific audience throughout all of the paper
- purpose for writing is clear, pertinent to the discipline, and is achieved
- main idea is clear, pertinent to the discipline, and compelling throughout all of the paper
- all assignment requirements are met

# WRITTEN COMMUNICATION RUBRIC – YEAR 2 & 3

Year 2

## 3. Critical Thought and Appropriate Support: includes a logical progression of ideas that are supported with a sufficient quantity and quality of truthful and ethical evidence

0

- ideas are simple
- ideas have no logical progression
- appropriate quantity and/or quality of support for ideas is not given
- support is not ethically and truthfully used and/or cited

1

- contains a mix of simple and developed ideas
- ideas have a logical progression
- ideas are mostly supported with appropriate evidence
- evidence is used and/or cited correctly and ethically some of the time

2

- contains only highly developed ideas
- ideas have a logical progression
- ideas are always supported with appropriate evidence
- evidence is used and/or cited correctly and ethically most of the time

3

- contains only highly developed ideas
- ideas have the most logical progression
- ideas are always supported with compelling evidence
- evidence is used and/or cited correctly all of the time

Year 3

## 3. Critical Thought and Appropriate Support: includes a logical progression of ideas that are supported with a sufficient quantity and quality of truthful and ethical evidence

0

- ideas are simple
- ideas have no logical progression
- appropriate quantity and/or quality of support for ideas is not given
- support is not ethically and truthfully used and/or cited

1

- contains developed ideas
- ideas have a logical progression
- ideas are supported with appropriate evidence
- evidence is used and/or cited correctly and ethically most of the time

2

- contains highly developed ideas
- ideas proceed in the most logical progression
- ideas are supported with compelling evidence
- evidence is used and/or cited correctly and ethically all of the time

3

- contains sophisticated ideas
- ideas proceed in the most logical and compelling progression
- ideas are supported with the best evidence available
- evidence is used and/or cited correctly and ethically all of the time

- During this year of piloting our assessment plan, participants are using the rubric to grade at least one writing assignment
- And keeping track of which parts of the rubric work well and which do not work so well
- After feedback is collected, the Student Learning Outcome for Effective Communication Committee will revise the rubric again