

# Communication

**WCC Definition:** Communication is the ability to deliver clear, well-organized speeches, presentations, visuals or ideas appropriate to various contexts and audiences; and to write clear, concise communications appropriate to various contexts and audiences.

**WCC Outcome:** Use clear language to communicate meaning appropriate to various contexts and audiences.

*(R): Reinforcing (I/R): Introducing and Reinforcing (I): Introducing*

<i>Oral Communication</i>	<b>Proficient (R)</b> 4	<b>Progressing (I/R)</b> 3	<b>Beginning (I)</b> 2	<b>Entry (I)</b> 1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choice is thoughtful and generally supports the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choice is informal and partially supports the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choice may be unclear but minimally supports the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choice is unclear and minimally supports the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker does not appear to be confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.

# Communication

<i>Oral Communication</i>	<b>Proficient (R)</b> 4	<b>Progressing (I/R)</b> 3	<b>Beginning (I)</b> 2	<b>Entry (I)</b> 1
<b>Supporting Material</b>	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information that generally supports the presentation and credibility of the presenter.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information that partially supports the presentation and credibility of the presenter.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information that partially supports the presentation and credibility of the presenter.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information that does not support the presentation or credibility of the presenter.
<b>Central Message</b>	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message is not explicitly stated in the presentation.	Central message is non-existent in presentation.
<i>Written Communication</i>	<b>Proficient (R)</b> 4	<b>Progressing (I/R)</b> 3	<b>Beginning (I)</b> 2	<b>Entry (I)</b> 1
<b>Context of and Purpose for Writing</b> <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates inconsistent or minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	Demonstrates little or no attention to context, audience, purpose and to the assigned task (s).

# Communication

<i>Written Communication</i>	<b>Proficient (R)</b> 4	<b>Progressing (I/R)</b> 3	<b>Beginning (I)</b> 2	<b>Entry (I)</b> 1
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to develop or explore ideas within the context of the discipline and to shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses some appropriate or relevant content to develop or explore ideas in some parts of the work.	Uses inappropriate or irrelevant content leaving ideas undeveloped or unexplored.
<b>Genre and Disciplinary Conventions</b> <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.</i>	Demonstrates consistent use of conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to writing task(s) including organization, content, and presentation and stylistic choices.	Attempts to use a consistent system for basic organization and presentation, but is not always successful in the application of those conventions.	Unsuccessful use of or absence of conventions for writing task(s) as given.
<b>Sources and Evidence</b>	Demonstrates consistent use of credible, relevant sources (mostly academic and primary sources) to support ideas that are situated within the discipline and genre of the writing.	Demonstrates use of credible and/or relevant sources (mixture of academic and popular sources) to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates use of primarily popular sources (Wikipedia, newspapers, popular magazines, etc.) to support ideas in the writing.	Demonstrates heavy reliance on one or two popular sources or does not use sources to support ideas in writing.
<b>Control of Syntax and Mechanics</b> <i>Includes grammar, sentence phrasing, idioms, and mechanical errors like misspellings, typos, punctuation, capitalization, etc.</i>	Uses language that conveys meaning to readers with clarity and with few errors.	Uses language that conveys meaning to readers with clarity, but may include some errors.	Uses language that sometimes impedes meaning because of errors in usage and mechanics.	Language is unclear and filled with numerous mechanical errors.