

**Core Review Task Force**  
**Proposed Core Learning Outcomes**  
**Communication**

**Introduction:** CLO rubrics provide a common set of definitions and expectations for Core learning across the Core and the University. They will be used as assessment scoring instruments for Core assessment.

Most of the rubrics are adapted from the [AAC&U VALUE Rubrics](#). VALUE rubrics are intended to assess learning across the entire undergraduate journey. The Capstone levels represent the performance expected of graduating seniors. It is NOT expected that students will perform at the Capstone level after their first or second year.

The Task Force recommends that Core subcommittees be charged with reviewing and adapting these rubrics to ensure they meet the needs of FSU's core curriculum.

**Definition:** Students will be able to identify and describe the different types of verbal and nonverbal communication in which humans engage, and the vocational pursuits in which majors can specialize. Students should be able to describe and apply fundamental principles of effective communication in different communication contexts, such as interpersonal and public contexts, group contexts, and mass media contexts. The student should be able to create verbal and nonverbal messages that are well-organized, concise, and culturally sensitive. The student should be able to research and evaluate evidence for the claims made by themselves and other communicators.

**Rationale:** Students develop an understanding and appreciation of human message exchanges and recognize how communication influences social, political, artistic and cultural existence. The three basic purposes of communication are to inform, persuade, and entertain. These fundamental purposes encompass various forms of communication, from written and spoken language to visual and non-verbal cues. Communication skills typically top the list of what hiring employers look for, followed by several other qualities developed in communication courses, including integrity, the ability to relate well to others, analytic abilities, leadership and teamwork skills, and the ability to articulate ideas. From being able to socialize and nurture personal relationships, to expressing ideas and challenges in the workplace, communication is critical to how a person lives their life, and how a student experiences school and the real world beyond.

**Background:** The Task Force recommends a single CLO and rubric that includes written, oral, visual, and digital communication. Although the current CLO includes written and oral communication, multimedia communication should be included in the CLO. Instructors, students, and professionals illustrate written and oral communication with images, charts, and graphs. These communications are composed and distributed in electronic media. A communication CLO must recognize these realities to remain relevant and to prepare students for successful careers and lives.

## Communication Rubric

Criterion	Capstone	Milestones		Benchmark
	4	3	2	1
<b>Context of and Purpose</b> <i>Includes considerations of audience, purpose, and the circumstances surrounding the communication task(s)</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate 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 minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
<b>Genre and Disciplinary Conventions</b> <i>Formal and informal rules inherent in the expectations for communication in particular forms and/or academic fields</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or communication task(s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or communication task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or communication task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the communication.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the communication.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the communication.	Demonstrates an attempt to use sources to support ideas in the communication.
<b>Control of Syntax and Mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and Literacy and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although communication may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.