

Nicholls State University – General Education Rubric

Communication

Definition

Communication is the ability to credibly convey ideas and information, either verbally or written, to a variety of audiences.

Student Learning Outcome

The student will be able to communicate effectively by applying rhetorical principles and appropriate methods based on audience and genre.

Element	Exceeds Expectations	Meets Expectations	Needs Improvement
Rhetorical Analysis: Analyze audience, purpose, and other elements of the rhetorical situation.	Consistently and thoroughly applies principles of rhetorical communication, especially those related to analyzing audience and purpose. The organizational structure, level of formality, focus, and other elements of the assignment fit the purpose, audience expectations, and genre conventions exceptionally well.	Adequately applies principles of rhetorical communication, especially those related to analyzing audience and purpose. The organizational structure, level of formality, focus, and other elements of the artifact sufficiently fit the assignment's purpose, audience expectations, and genre conventions.	Does not adequately apply principles of rhetorical communication, especially those related to analyzing audience and purpose. Organizational structure, level of formality, focus, and/or other elements of the assignment consistently suggest a lack of understanding of the purpose, audience expectations, and/or genre conventions.
Research & Process: Use appropriate methods to gather, organize, and create materials for communication.	Uses disciplinarily appropriate research framework and methods to gather, organize, and create materials for communication in an exceptional and compelling manner. (Examples: Effectively draws from a relatively inaccessible or novel archive. Utilizes particularly robust or interesting primary research.)	Uses disciplinarily appropriate research framework and methods to gather, organize, and create materials for communication in a systematic and logical manner. (Examples: While research was proficient, some areas may lack logical flow and/or incomplete understanding of the topic; supporting documentation and/or information not easily understood.)	Does not adequately use disciplinarily appropriate research methods to gather, organize, and create materials for communication. (Examples: Cites too few sources. Cites only popular sources when scholarly sources expected. Supports claims only through appeals to other texts when author-conducted field research expected.)
Content: Accomplishes the purpose of the assignment with specificity, accuracy, and relevance.	Accomplishes the purpose of the assignment with a high degree of specificity, accuracy, and relevance.	Accomplishes the purpose of the assignment with an acceptable degree of specificity, accuracy, and relevance.	Fails to accomplish the purpose of the assignment through a lack of specificity, accuracy, or relevance.
Delivery: Demonstrate appropriate knowledge and delivery of linguistic conventions suitable to the given context/genre.	Mode of presentation (oral or written) exceeds expectations and significantly enhances clarity and the communicator's credibility.	Mode of presentation (oral or written) meets expectations and has a positive effect on clarity and the communicator's credibility.	Mode of presentation (oral or written) falls short of expectations and detracts from clarity and the communicator's credibility.