**GE Area A1, Outcome 1 Rubric**

Demonstrate effective communication by analyzing, [creating], and presenting extemporaneous informative and persuasive message with clear lines of reasoning, development of ideas and documentation of external sources.

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|  | 4 - Advanced | 3 - Proficient | 2 - Developing | 1 - Incomplete |
| Extemporaneous Delivery | The speaker regularly looks up and makes limited reference to notes. The speaker’s delivery is conversational and engaging. The gestures reinforce the message and (s)he has no distracting nonverbal mannerisms. The presentation is polished and confident. | The speaker generally looks up from his/her notes. The speaker’s voice is clear and usually conversational. The speaker’s tone is varied. (S)he includes gestures and generally avoids distracting mannerisms. | The speaker makes some effort to look up. His/her delivery is generally clear, but not consistently conversational and engaging. At times, the delivery contains verbal tics, fillers, or movements/gestures that detract from the presentation. | The speaker’s voice is difficult to understand, or the speaker is so uncomfortable when presenting that the vocal or nonverbal delivery detracts from the presentation. |
| Clear Lines of Reasoning | The speech is well organized, including a preview of main points, clearly titled main points, and transitions. | The speech generally uses appropriate organizational strategies. The main points are clear and the speaker’s development of ideas can usually be followed.  | The speech includes main ideas, but at times it is difficult to determine the structure of the speech. The speaker’s development of ideas can be difficult to follow.  | The structure of the speech is difficult to determine. The speaker’s main ideas are not clear or it is not clear how the ideas are connected or developed. |
| Development of Ideas | Main points are developed with varied supporting materials. Supporting materials enhance speech purpose (persuasive or informative). Main points developed in detail, given available speaking time. | Main points are developed with supporting materials. Materials generally enhance speech purpose. Depth of development is sufficient for most main points. | Main points are developed with supporting materials. However, the speaker does not fully develop some ideas. Some supporting materials do not relate well to the point being made. | Main points are developed with limited supporting materials or with materials that do not relate well to the point being made. |
| Documentation of Sources | The speaker regularly cites sources to support his or her ideas. The speaker uses several different sources and they are credible sources of information on the topic. | The speaker generally cites sources to support his or her ideas. Most of the sources are credible on the topic. | The speaker cites some research sources, but also asserts debatable claims without evidence. The credibility of sources is not consistently established. | The speaker cites few, if any, research sources. The credibility of sources is not established. |

**GE Area A1, Outcome 2 Rubric**

Analyze the impact of culture and situational contexts on the creation and management of the communication choices used to inform and persuade audiences.

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|  | 4 - Advanced | 3 - Proficient | 2 - Developing | 1 - Incomplete |
| Adapted to Diverse Audience | The speaker consistently presents main ideas and supporting materials that are adapted well to the ethnic and cultural diversity at the university | The speaker’s main ideas and supporting materials generally are adapted well to the ethnic and cultural diversity of students at the university | The speaker presents some main ideas and supporting materials that are adapted well to the ethnic and cultural diversity of students at the university | The speaker’s main ideas and supporting materials are not adapted well to the ethnic and cultural diversity of students at the university |
| Adapted to College Students | The speaker consistently uses supporting materials that relates to the interests and needs of a college student audience | The speaker uses a reasonable quantity of supporting materials that relate to the interests and needs of a college student audience | The speaker occasionally uses supporting materials that relate to the interests and needs of a college student audience | The speaker’s supporting materials are rarely (if ever) related to the interests and needs of a college student audience |
| Adapted to Academic Context | The topic is very appropriate and the speaker develops ideas in a manner that is appropriate for a university setting. The speaker develops the topic with relevant ideas that are appropriate in an academic context | The topic is appropriate for a university setting. The speaker develops the topic with relevant ideas that are appropriate in an academic context | The topic is appropriate for a university setting but the ideas are not consistently developed in a manner that is appropriate in an academic context | The topic is not appropriate for a university setting or the ideas are not developed in a manner that is appropriate in an academic context |

GE Area A1 Outcome 3 Rubric

Create and criticize public arguments and reasoning, decision making processes and rhetorical messages through oral and written reports.

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|  | 4- Advanced | 3-Proficient | 2-Developing | 1- Incomplete |
| Speech Thesis | The thesis is clearly indicated and it is relevant for a public argument | The thesis is indicated and most speech content is relevant for public argument on the speaker’s topic | The thesis is not clearly indicated although the speech includes content that is relevant for a public argument on the speaker’s topic | The thesis is not clearly indicated and the speech content is not relevant for a public argument on the speaker’s topic |
| Main Ideas | Each main idea is clearly expressed and main ideas make argumentative claims that support the thesis | Each main idea is clearly expressed and a majority of the ideas make argumentative claims that support the thesis | Some main ideas are clearly expressed and make argumentative claims to support the thesis. However, other main ideas are not clear or they do not make argumentative claims | The main ideas are not clearly expressed or few (if any) main ideas make argumentative claims |
| Evidence and Reasoning | The speaker regularly cites credible sources to support claims and uses sound reasoning to develop ideas | The speaker cites sources to support claims and generally uses sound reasoning to develop main ideas | Some research sources are cited, but other debatable claims are not backed with evidence. The speech content includes uncertain or fallacious reasoning patterns | The speaker does not cite research sources or generally supports main ideas with uncertain or fallacious reasoning patterns |
| Rhetorical Strategies | The speaker uses appropriate rhetorical strategies when developing each main idea. The message is well adapted to the audience | The speaker generally uses appropriate rhetorical strategies when developing each main idea. The message is generally adapted to the audience | The speaker makes an effort to use rhetorical strategies and relate the message to the audience However, some important ideas are not related to the audience | The speaker uses few rhetorical strategies (if any), the message is not related to the audience |