

# Communication

<b>College-wide Outcome:</b> Create meaning and enhance understanding between author and audience by listening, reading, speaking, and writing effectively.			
<b>Mastering</b>	<b>Achieving</b>	<b>Developing</b>	<b>Beginning</b>
<b>Indicator 1: Composes developed and supported communication.</b>			
Composes communication that conveys a deep understanding of a specific topic by synthesizing credible, relevant evidence from a variety of sources and source types in support of an original idea.	Composes communication that conveys an effective understanding of a specific topic by synthesizing credible, relevant evidence from a variety of sources in support of an original idea.	Composes communication that conveys a broad understanding of a topic with attempts at using some relevant and/or credible sources in support of an idea.	Composes communication that focuses on a general topic and uses evidence in support of claims about that idea.
<b>Indicator 2: Demonstrates integrative communication.</b>			
Chooses content, tone, syntax, and formatting appropriate for a specific audience, discipline, or context in a way that communicates meaning with clarity and fluency as well as demonstrates awareness of the interdependence of language and meaning, thought, and expression.	Chooses content, syntax, and formatting appropriate for a certain audience or discipline in a way that communicates meaning with clarity as well as demonstrates awareness of the interdependence of language and meaning.	Chooses content, syntax, or formatting appropriate for a certain discipline in a way that communicates meaning with only a few points of confusion and demonstrates some awareness of the relationship between form and content.	Chooses content, syntax, or formatting appropriate for a specific assignment but may not demonstrate an awareness of audience or discipline. Attempts but struggles to communicate ideas clearly to readers.
<b>Indicator 3: Organizes information logically.</b>			
Consistently applies a logical structure designed to support a specific, unified idea, theme, or thesis and signals this organization clearly to the audience using strategies appropriate to a specific discipline.	Consistently applies a logical structure designed to support a unified idea, theme, or thesis and signals this organization to the audience using appropriate strategies.	Applies a recognizable structure in support of a broad idea, theme, or thesis with some attempt to signal this organization to the audience.	Attempts to apply a formulaic structure in support of a broad idea, theme, or thesis but may not signal this organization to the audience.
<b>Indicator 4: Interprets communication.</b>			
Applies strategies that relate ideas, structure, or other features of the text to build knowledge or insight. Recognizes implications of a text for contexts, perspectives, or issues beyond the assigned task or the explicit message of the communication.	Identifies relationships among ideas, structure, or other features of a text to evaluate how they support an advanced understanding of the communication as a whole. Uses the text, and general or contextual knowledge, to draw more complex inferences about the message and attitude intended by the communication.	Identifies relationships among ideas, structure, or other features of a text and recognizes how they support the main idea and draws basic inferences about context and purpose of the communication.	Identifies features of a text (e.g. content, structure, or relations among ideas) as needed to respond to questions posed in assigned tasks and apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.
<b>NOTES:</b>	<b>Communication</b> can take the form of, but is not limited to, essays, videos, tri-folds, web pages, articles, multi-media presentations, memos, reports, speeches, etc. All of these might also be referred to as “ <b>texts</b> ” whether or not they are in written form.		

