

Communication

Written Communication

Criteria	4 - Exemplary	3 - Mature	2 - Developing	1 - Formative
<i>Topic/Thesis</i>	Writer offers a fresh perspective and demonstrates a keen sensitivity to the audience	Writer challenges the audience and is appropriately related to the audience	Topic/thesis is appropriate for a college educated audience	Topic/thesis is trivial and does not obviously relate to the audience
<i>Organization</i>	Organizational structure reflects a strategic ordering of main points. Transitions not only highlight the structure of the main points but make an argument for the connection between main points	Clear and coherent organizational structure, logic to main points is clear, effectively uses transitions between main points.	Clear and coherent organizational structure Transition may be poor or missing	Main points are indistinguishable from one another
<i>Supporting Material (sources and evidence)</i>	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing	Demonstrates an attempt to use sources to support ideas in the writing
<i>Context</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)	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 task (s) (e.g., expectation of instructor or self as audience)
<i>Language</i>	Uses language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free	Uses straightforward language that generally conveys meaning to readers. The language has few errors	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors	Uses language that sometimes impedes meaning because of errors in usage

Adapted from the AAC&U written communication VALUE rubric

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Courses in the American History category focus on the consideration of past events and ideas relative to the United States, and involve the interaction among individuals, communities, states, the nation, and the world.

Core Objectives

- **Critical Thinking Skills:** To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills:** To include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork:** To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility:** To include the ability to connect choices, actions and consequences to ethical decision-making

Definition: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images.

Framing Language: Written communication takes many forms. This rubric focuses on assessment of how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is “how well does the writing respond to the needs of the audience?” Some information about the assignment would help evaluators using this rubric.