General Education Curriculum: Oral Communication (OC) Rubric

The Oral Communication (OC) rubric was developed through consultation with OC instructors, students, and the General Education Oversight Committee at Wayne State University (WSU). The rubric was modeled after VALUE rubrics created by the Association of American Colleges and Universities (AAC&U). The rubric articulates fundamental criteria for each learning outcome required for OC under the General Education program. It contains descriptors differentiating progressively higher levels of performance. The rubric is intended for evaluating and discussing student learning within the General Education curriculum, not for grading and not for evaluation of instructors.

OC is a Competency Requirement of the General Education program at WSU. The overall goal of the competency courses is to "ensure that students develop and demonstrate early in their academic careers fundamental skills in the following areas that underlie and make possible the acquisition of knowledge." (See the Academic Bulletin.)

OC has five program learning outcomes. After successful completion of the OC requirement, students will be able to:

(1) Adapt to the needs of a distinct speaking situation.
(2) Integrate credible, relevant sources in ethical ways.
(3) Incorporate relevant presentation aids or technology in an oral presentation.
(4) Employ verbal techniques for effective delivery in an oral presentation.
(5) Employ non-verbal techniques for effective delivery in an oral presentation.

Glossary for Terms and Concepts Used in the Rubric
The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Credible sources** – academic and non-academic sources that can be trusted, created by a recognized expert based on evidence, and free from error
- **Distinct speaking situation** – the unique context of oral communication, defined by audience, occasion, and purpose
- **Ethical use of sources** – crediting writers for their work by appropriately citing sources following professional standards and the university's expectations for academic integrity.
- **Presentation aids or technology** – items other than the words of an oral presentation that are used to support the intent of the speaker (e.g., slides, videos, posters, handouts)
- **Relevant sources** – sources that are pertinent to a topic
- **Verbal and non-verbal techniques** – skills and strategies employed in oral communication to convey meaning to an audience, including but not limited to language choices, posture, gesture, eye contact, pauses, and vocal expressiveness

How to Use the Rubric

- Instructors teaching OC courses select one or more assignments that elicit the OC learning outcomes at the "Meets expectations" level or higher.
- Instructors use the rubric to score their students' work on the 4-point rubric scale. The scores are separate from students' course grades.
  - Details for reporting the results for your course(s) are provided on the GEOC website.
- The rubric scale is implicational: A "Meets expectations" score indicates that the student has met the criteria for "Partially meets expectations" AND "Meets expectations". An "Exceeds expectations" score indicates that the student has met the criteria for "Partially meets expectations", "Meets expectations", AND "Exceeds expectations".
  - If a student did not submit part or all of the selected assignment(s), instructors should note "Student did not complete assignment" instead of one of the above scores for each relevant learning outcome.

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Learning Outcome The student…	Exceeds expectations	Meets expectations	Partially meets expectations	Does not meet expectations
LO1: Adapts to the needs of a distinct speaking situation.	Adapts to most of the needs of a distinct speaking situation.	Adapts to some of the needs of a distinct speaking situation.	Adapts to few of the needs of a distinct speaking situation.	Does not adapt to meet the needs of a distinct speaking situation.
LO2: Integrates credible, relevant sources in ethical ways.	Integrates credible, relevant sources in ethical ways to enhance oral arguments.	Integrates credible, relevant sources in ethical ways.	Integrates sources in ethical ways.	Does not integrate sources in ethical ways.
LO3: Incorporates relevant presentation aids or technology in an oral presentation.	Incorporates relevant presentation aids or technology throughout an oral presentation.	Incorporates relevant presentation aids or technology in parts of an oral presentation.	Displays presentation aids or technology in an oral presentation.	Does not utilize presentation aids or technology in an oral presentation.
LO4: Employs verbal techniques for effective delivery in an oral presentation.	Employs many verbal techniques for effective delivery in an oral presentation.	Employs some verbal techniques for effective delivery in an oral presentation.	Employs few verbal techniques for effective delivery in an oral presentation.	Does not employ verbal techniques for effective delivery in an oral presentation.
LO5: Employs non-verbal techniques for effective delivery in an oral presentation.	Employs many non-verbal techniques for effective delivery in an oral presentation.	Employs some non-verbal techniques for effective delivery in an oral presentation.	Employs few non-verbal techniques for effective delivery in an oral presentation.	Does not employ non-verbal techniques for effective delivery in an oral presentation.

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