Core Goal 2 Information

*Students will demonstrate the foundational ability to acquire and organize information and ideas in order to speak clearly, precisely, and persuasively.*

The following Course Learning Goals, created by the Core Goal 2 Leadership Group, should be included in the syllabus of all course meeting Core Goal 2. Currently, courses meeting Core Goal 2 include CMM 101, CMM 103, and THE 136.

- *Students will demonstrate the foundational ability to organize information and/or interpret ideas.*
- *Students will demonstrate the ability to speak clearly and precisely.*
- *Students will demonstrate the non-verbal behaviors that are supportive or appropriate to the message*
- *Students will speak persuasively*

Core Goal 2 Leadership Group developed the assessment process for the objectives. The attached rubric should be used to assess assignments, exams and/or activities in order to determine if the goal is being met. The scores can be submitted on the score sheet attached. A benchmark of 70% has been set to use to determine if the goal is being met.
## Core Goal 2 Common Rubric

### Course:  
### Semester:

<table>
<thead>
<tr>
<th>Delivery</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Superior</th>
</tr>
</thead>
</table>
| Vocal Delivery| Monotone or sing-song  
Overly fast or slow  
Too quiet or too loud  
Inarticulate  
Incorrect pronunciation  
Frequent distractions | Minimally acceptable vocal variation  
Acceptable tempo/rate  
Audible, fairly constant  
Fairly clear  
Adequate pronunciation  
Minimal distractions | Appropriately varied vocal range  
Effective tempo/rate  
Strong, constant volume  
Clear articulation  
Consistently correct pronunciation  
Lack of vocal distractions |
| Non-verbal Delivery | Little or no eye contact with audience/partner  
Distracting gestures or expression  
Poor body language, nervous movement and/or fidgeting | Minimally sufficient eye contact with audience/partner  
No distracting gestures or expression  
Adequate body language, minimal nervous movement, and/or fidgeting | Effective eye contact with audience/partner  
Effective use of supporting gestures and expression  
Appropriate balanced body language without nervous movement or fidgeting |

### Content

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Presentation reflects little preparation.</th>
<th>Presentation reflects adequate preparation.</th>
<th>Presentation reflects exceptional preparation following the parameters of the assignment (eg. topic, source citation, time limits, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Presentation/content lacks sufficient organization/clarity</td>
<td>Presentation/content is organized in a coherent and appropriate manner.</td>
<td>Presentation/content demonstrates superior organization (eg. flow, introduction, body, and conclusion)</td>
</tr>
</tbody>
</table>
Core Goal 2 Common Score Sheet

Course:  
Semester:  

Total # Students in Course:

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Below please describe any observations that may contribute to this assessment.