USU General Education and University Studies in Communication

The sequence of communication courses is meant to help students achieve proficiency in both written and oral communication. A general education in communication will teach students to:

* Write and speak with purpose, to different audiences while negotiating various genre and disciplinary conventions.
* Engage in an iterative process of improving communication and applying feedback from an informed audience.
* Develop an ability to intentionally craft language for a variety of purposes.
* Engage with texts or source material.

There are three levels of the curriculum in the communication sequence: Communications Literacy 1 (CL1), Communications Literacy 2 (CL2), and two Communications Intensive (CI) courses. This is an intentional sequence of courses, and each is meant to follow and build upon the course that came before it.

CL (lower-division) courses focus on foundational communication skills that are portable across disciplines and audiences as well as foundational information literacy skills. Given these goals, CL courses should not be major-specific or tied to disciplinary-specific modes of communication.

CI (upper-division) courses focus on communication within a discipline with a strong emphasis in both written and oral communication, and so tend to focus more narrowly on disciplinary audiences and conventions. Given these goals, ideally the CI courses will be built into a student’s major.

Proposals for these courses will be evaluated according to the above criteria as well as the following rubrics. The proposal memo should explain in detail—with reference to the syllabus—how the instructor intends to satisfy these criteria and achieve these outcomes. All courses must meet all of the goals.

*Guidelines for Teaching a CI/CL Course with Generative AI:*

Because Generative AI can play a meaningful role in student learning or informed audience feedback, AI is therefore a teaching tool that can be incorporated into CI/CL courses. However, AI should not replace the teacher’s expertise or the student’s learning; rather, a CI/CL course should ensure that students have multiple opportunities to learn and practice the CI/CL Outcomes. CI/CL courses should not rely solely on student writing generated by AI; similarly, feedback should not come solely through AI.

|  |  |  |  |
| --- | --- | --- | --- |
| Communications Literacy 1 (CL1) Rubric | | | |
| Criteria  Students will **learn to:** | Outcome 1  The student who **achieves proficiency** will: | Outcome 2  The student who **approaches proficiency** will: | Outcome 3  The student who **lacks proficiency** will: |
|  | CL1 Milestone |  |  |
| **1. Develop an ability to write with purpose in consideration of various audiences and in accordance with genre and disciplinary conventions.** | Demonstrate an adequate ability to write with purpose, including writing for inquiry and learning, investigating texts and source material, developing nuanced ideas, engaging in critical thinking, and adapting the written work to a variety of audiences, using visual communication as appropriate. | Demonstrate apartialability to meet the CL1 milestone to write with purpose, including writing for inquiry and learning, investigating texts and source material, developing nuanced ideas, engaging in critical thinking, and adapting the written work to a variety of audiences, using visual communication as appropriate. | Demonstrate abeginningability to meet the CL1 milestone to write with purpose, including writing for inquiry and learning, investigating texts and source material, developing nuanced ideas, engaging in critical thinking, and adapting the written work to a variety of audiences, using visual communication as appropriate. |
| **2. Develop oral communication with purpose in consideration of various audiences and in accordance with genre and disciplinary conventions.** | Demonstrate an adequate ability to communicate orally by focusing on a purpose, engaging with texts or source material, and adapting the communication to a variety of audiences, using visual communication as appropriate. | Demonstrate apartialability to meet the CL1 milestone in oral communication by focusing on a purpose, engaging with texts or source material, and adapting the communication to a variety of audiences, using visual communication as appropriate. | Demonstrate abeginningability to meet the CL1 milestone in oral communication by focusing on a purpose, engaging with texts or source material, and adapting the communication to a variety of audiences, using visual communication as appropriate. |
| **3. Engage in the iterative process of improving communication based on feedback from an informed audience.** | Demonstrate an adequateability to reflectively engage with feedback from an informed audience of peers, instructors, and/or other stakeholders to intentionally improve communication (e.g., developing and refining an idea, clarifying organization, seeking and revising ideas based on additional perspectives, refining claims and purpose), whether revising one project or across multiple projects. | Demonstrate a partial ability to reflectively engage with feedback from an informed audience of peers, instructors, and/or other stakeholders to intentionally improve communication (e.g., developing and refining an idea, clarifying organization, seeking and revising ideas based on additional perspectives, refining claims and purpose), whether revising one project or across multiple projects. | Demonstrate a beginning ability to understand feedback from an informed audience that could be used to improve communication (e.g., clarifying organization, considering additional perspectives, refining claims and purpose). |
| **4. Develop an ability to intentionally craft language for one’s purposes.** | Demonstrate an adequate ability to craft language and construct sentences intentionally, using syntax appropriate to the audience, to convey meaning to various audiences. | Demonstrate a partial ability to construct sentences intentionally, using syntax appropriate to the audience, to convey meaning to various audiences. | Demonstrate a beginning ability to construct sentences intentionally, using syntax appropriate to the audience, to convey meaning to various audiences. |
| **5. Engage with credible and relevant texts and sources appropriate to audience and purpose.** | Adequately identify different kinds of credible and relevant sources; incorporate sources to support ideas by summarizing, paraphrasing, and/or quoting material; and consistently cite sources. | Begin to identify credible and relevant sources; incorporate sources to support ideas by summarizing, paraphrasing, and/or quoting (although may be too close to the original text); and may or may not consistently cites sources. | Begin to identify sources, but sources may not be credible or relevant; incorporate sources to support ideas by summarizing, paraphrasing, and/or quoting (although may be too close to the original text); and may begin to cite sources. |