

## Communication Skills

Successful communication involves expressing oneself within the conventions of a medium and working in many genres and styles. Communication involves working in many different disciplines and technologies, mixing texts, data, and images. Communication abilities develop incrementally across the curriculum.

	1. Needs Improvement	2. Meets Expectations	3. Exceeds Expectations
<b>Audience, Purpose, and Instructions</b> <i>Includes considerations of audience, purpose, and the assignment instructions.</i>	Shows little awareness of context, audience, purpose, and the assigned tasks, including formatting in MLA style.	Demonstrates awareness of context, audience, purpose, and the assigned tasks, including formatting in MLA style.	Demonstrates competence in considering audience, purpose, and the instructions for the assigned tasks(s), including correct format, citation, and documentation in MLA style.
<b>Thesis</b> <i>Includes considerations of thesis as arguable assertion and as a map of essay organization.</i>	Has difficulty in formulating a thesis statement in the context of the assignment, in locating the thesis in the introduction, and in using the thesis statement as a promise of essay organization.	Shows competence in how to formulate a thesis statement in the context of the assignment, in how to locate the thesis in the introduction, and in how to use the thesis statement as a promise of essay organization.	Asserts a specific, arguable thesis that responds to the essay assignment.
<b>Content Development</b> <i>Includes considerations of topic sentences, paragraph unity and coherence.</i>	Lacks clear topic sentences to introduce paragraphs; lacks paragraph unity and coherence.	Uses topic sentences to introduce paragraphs; shows paragraph unity by staying on topic; shows paragraph coherence by linking sentences together logically.	Uses assertive and specific topic sentences that support the thesis and advance the argument; shapes paragraph discussions with evidence; shows paragraph unity and coherence.
<b>Sources and Evidence</b> <i>Includes considerations of authoritative sources and logical reasoning.</i>	Does not integrate outside sources into the text; shows little ability to paraphrase, summarize, and quote sources; does not cite and document sources accurately	Integrates sources into the writer's text; shows ability to paraphrase, summarize, and quote sources; cites and documents sources accurately.	Uses relevant and authoritative sources to support ideas; synthesizes multiple sources; shows facility in integrating quotations, using signal phrases, citing and documenting precisely.
<b>Grammar, Mechanics, and Style</b> <i>Includes considerations of conventions of Standard English usage, mechanics, punctuation, and effective sentence structures.</i>	The language does not convey ideas with clarity; shows little understanding of mechanics and punctuation conventions.	Uses language that conveys ideas with clarity in Standard English; shows an understanding of mechanics and punctuation conventions.	Shows competence in effective sentence structures, sentence variety, and control of emphasis; demonstrates proficiency in mechanics and punctuation conventions.

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