

C SLOS—ORAL AND WRITTEN COMMUNICATION

NB: The SLOs below have been revised. During Fall 2017, the General Education Committee invited all faculty to participate in the discussion and revision of the student learning outcomes for NKU’s Foundation of Knowledge Oral and Written Communication categories. While the language and focus of the outcomes below may be different from our current stated learning outcomes, they maintain (and, in some cases, improve) descriptions of skills and competencies we strive to impart to our students through our General Education program.

As you consider the assignments you will use for this assessment, be aware that you: A) may not be able to cover or be responsible for each SLO, B) may submit one assignment to address multiple SLOs, or C) submit multiple assignments to cover multiple SLOs.

	Capstone 4	Milestones		Benchmark 1
		3	2	
<p>SLO 1 Students consider context, audience and purpose as appropriate with assigned tasks. (Context and Purpose for Writing)</p>	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) (e.g., the task aligns with audience, purpose, and context).	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 tasks(s) (e.g., expectation of instructor or self as audience).
<p>SLO 2 Students use appropriate and relevant content to communicate ideas (Content Development)</p>	Uses appropriate, relevant, and well-organized content to illustrate mastery of the subject, conveying the writer’s understanding, and shaping the whole work.	Uses appropriate, relevant, and organized content to explore ideas within the context of the discipline and shape most of the work.	Uses appropriate, relevant, and somewhat organized content to develop and explore ideas through the work.	Uses some appropriate and relevant content to develop simple ideas in some parts of the work.
<p>SLO 3 Students create and write coherent grammatical pieces. (Delivery Writing)</p>	Delivery techniques (syntax, mechanics, vocabulary, absence of errors) make the writing optimally effective.	Delivery techniques (syntax, mechanics, vocabulary, absence of errors) make the writing effective.	Delivery techniques (syntax, mechanics, vocabulary, absence of errors) make the writing somewhat effective.	Delivery techniques (syntax, mechanics, vocabulary, absence of errors) detract from the effectiveness.
<p>SLO 3 Students demonstrate the ability to express ideas using oral communication skills (Delivery Speaking)</p>	Delivery techniques (posture, gesture, eye contact, stage presence, and vocal expressiveness) make the presentation optimally effective.	Delivery techniques (posture, gesture, eye contact, stage presence, vocal expressiveness) make the presentation effective.	Delivery techniques (posture, gesture, eye contact, stage presence, and vocal expressiveness) make the presentation somewhat effective.	Delivery techniques (posture, gesture, eye contact, stage presence and vocal expressiveness) detract from the effectiveness.