



TUSCULUM COLLEGE  
COMMONS  
AND  
COMPETENCY  
PROGRAM

*Faculty Handbook*  
2007-08

# MISSION STATEMENT FOR THE COMMONS

## **Introduction**

While committed to the same broad goals as the traditional American liberal arts college, Tusculum's mission distinguishes it as a Civic Arts college. In addition to graduating individuals who have the knowledge and skills necessary for continued learning, an education in the Civic Arts tradition seeks to graduate students who are prepared to participate in the public discourse that is at the heart of any democratic society and to strive for the continuous improvement of their communities and of the emerging global society.

## **Purpose**

The Commons is rooted in the republican tradition of responsible and virtuous citizenship that informs modern pluralistic civil societies and in the Judeo-Christian tradition, with its emphasis on compassion for others and respect for the dignity and worth of all persons. The Commons is designed 1) to be an integrated and coherent core curriculum that establishes intellectual common ground through a series of courses and experiences employing both theory and practice; 2) to incorporate innovative pedagogies that will develop students' abilities as engaged learners in both the classroom and the community; and 3) to develop the knowledge, skills, perspectives, and practical wisdom crucial to effective citizenship. Most specifically, Tusculum seeks to graduate individuals who will become engaged in their communities in various ways and who will know how to most effectively achieve the common good and justice in a global context.

# COMMONS CURRICULUM OUTCOMES

## **Skills**

In the Commons curriculum, Tusculum students will develop the ability:

- To read analytically.
- To communicate clearly and effectively through writing.
- To identify information needs and to locate and evaluate information sources in traditional and electronic forms.
- To use appropriate information technology tools to communicate, analyze information, and solve problems.
- To interpret, evaluate, and convey complex ideas drawn from quantitative and/or qualitative information.
- To use mathematical reasoning to better understand the world and improve decision making.
- To communicate and interact civilly within diverse groups and under different social circumstances.

## **Knowledge**

In the Commons curriculum, students will also develop an understanding of:

- The value of the scientific method.
- The structures and contributions of the arts including the role of creativity and imagination in reflecting and shaping society.
- The connection between their physical, emotional, and mental well-being and the welfare of their communities.
- The complexity of our societal systems and how individuals can effect social change both through private association and action and through participation in governmental policy and decision-making processes.
- The intellectual foundations of the republican tradition of responsible and virtuous citizenship and of the individual rights tradition, and their continued relevance for the future, both in this country and abroad.
- The Judeo-Christian tradition as a response to humankind's spiritual yearning and as a guide to understanding justice and making ethical decisions.
- The multiple global perspectives which inform world issues.

## **Practices**

In the Commons curriculum, citizenship will be practiced by students who will:

- Examine their lives, develop habits of on-going reflection, and consider the relationship between their lives and the life of the community.
- Apply their skills and knowledge to lead and participate in effective deliberation and consensus building.
- Apply their skills and knowledge to engage in activities that benefit the community and promote social justice.
- Transform information into knowledge and integrate knowledge from multiple perspectives to make informed judgments effective for the common good.

# COMMONS CURRICULUM

## **Arts and Lecture Series – Graduation Requirement/ No credit hours.**

Students must attend two approved events per semester (excluding the summer).

- Students will develop an understanding of the structures and contributions of the arts including the role of creativity and imagination in reflecting and shaping society.

**The Tusculum Experience – 1 hr.** OREN 105 An interactive course designed to assist students in the academic and social transitions associated with life at Tusculum College. This course emphasizes the skills and resources essential for students' academic success and personal growth, and serves as an introduction to the Tusculum College community. Throughout the course, students will engage in community-building exercises, and build interpersonal skills. They will be encouraged to use reflection to identify personal strengths and weaknesses, and identify educational and career goals. A community service project is integral to the course.

- Students will develop the ability to identify information needs and to locate and evaluate information sources in traditional and electronic forms.

- Students will develop the ability to communicate and interact civilly within diverse groups and under different social circumstances.

- Students will develop an understanding of the structures and contributions of the arts including the role of creativity and imagination in reflecting and shaping society.

- Students will develop an understanding of the connection between their physical, emotional, and mental well-being and the welfare of their communities.

- Students will examine their lives, develop habits of on-going reflection, and consider the relationship between their lives and the life of the community.

## **Foundational Skills Courses – 12 or 16 hrs.**

**English 110 – 4 hrs.** This course focuses on the college essay as a tool for argument while exploring interdisciplinary materials related to citizenship and community. Essays allow students to develop theses, organization, and supporting evidence for argumentative papers. A review of grammar and mechanics is provided as needed.

- Students will develop the ability to communicate clearly and effectively through writing.

## **English 111 (or a writing-intensive research course in the major) – 4 hrs.**

The primary purpose of this course is to conduct research and write an argumentative college-level research paper. Students examine interdisciplinary materials related to citizenship and community for ideas and information relevant to their research. Students focus on thesis development, source selection

and evaluation, supporting evidence, organization, and proper documentation for research papers.

- Students will develop the ability to communicate clearly and effectively through writing.

- Students will develop the ability to identify information needs and to locate and evaluate information sources in traditional and electronic forms.

**MATH 102 or higher level Math course – 4 hrs.** This course covers college algebra, functions (including polynomial, exponential, and logarithmic) and application to business and the natural, physical, and social sciences.

- Students will develop the ability use mathematical reasoning to better understand the world and improve decision-making.

**CISC 100 – 0 or 4 hrs.** This course provides a survey of computer applications, information needs in business, and microcomputers and information systems that meet these needs. Emphasis is on microcomputer hardware and software applications. (Test out opportunity is available.)

- Students will develop the ability to use appropriate information technology tools to communicate, analyze information, and solve problems.

### **Studies in the Liberal Arts and Sciences – 15 hrs. (one course in each category)**

**Arts & Humanities – 4 hrs.** To fulfill this requirement, students may choose from the following courses: ENGL 120, 201, 225, 227, 228; HNRS 101; HUMA 222, 223; MUSC 101; THEA 104; VISA 110, 204, 208 or other courses approved for this category by the coordinating team.

- Students will develop the ability to read analytically.

- Students will develop an understanding of the structures and contributions of the arts including the role of creativity and imagination in reflecting and shaping society.

**Natural Sciences – 4 hrs.** To fulfill this requirement, students may choose from the following courses: BIOL 100; BIOL 101; CHEM 101; EVSC 111; GEOL 101; HNRS 102; PHED 252; and PHYS 101 or other courses approved for this category by the coordinating team.

- Students will develop an understanding of the value of the scientific method.

**Social Sciences – 4 hrs.** To fulfill this requirement, students may choose from the following courses: GEOG 200; HIST 101, 102, 201, 202; POLS 203, 205, 207, 209; PYSC 101; SOC 101 and BUSN 201 or other courses approved for this category by the coordinating team.

- Students will develop the ability to interpret, evaluate, and convey complex ideas drawn from quantitative and/or qualitative information.

**Wellness - 3 hrs.** PHED 201 or other courses developed to meet the learning outcomes.

- Students will develop an understanding of the connection between their physical, emotional, and mental well-being and the welfare of their communities.
- Students will examine their lives, develop habits of on-going reflection, and understand the relationship between their lives and the life of the community.

### **Western Civic and Religious Traditions – 8 hrs.**

**The Hebrew and Christian Traditions – 4 hrs.** CMNS/RELG 330 This course will acquaint the student with the dominant themes of the books of the Old and New Testament, the process through which they became canonical, and the struggles down to the present time over the meaning and relevance for issues of social ethics. Students also may meet this requirement by taking RELG 101 **and** RELG 102.

- Students will develop the ability to read analytically.
- Students will develop the ability to communicate clearly through writing.
- Students will develop an understanding of the Judeo-Christian tradition as a response to humankind's spiritual yearning and as a guide to understanding justice and making ethical decisions.

**The Political Traditions of the West – 4 hrs.** CMNS/POLS 380 This course will acquaint the student with the republican tradition of responsible and virtuous citizenship and of the individual rights tradition as they were developed in Europe and America. Some consideration will be given to the relevance of these traditions for the world at large in the twenty-first century.

- Students will develop the ability to read analytically.
- Students will develop the ability to communicate clearly through writing.
- Students will develop an understanding of the intellectual foundations of the republican tradition of responsible and virtuous citizenship and of the individual rights tradition, and their continued relevance for the future both in this country and abroad.

### **Engaged Citizenship: Issues and Action – 10 to 12 hrs.**

**Theory and Practice of Citizenship – 4 hrs.** CMNS/SOCI 251 or other course options meeting the following learning outcomes:

- Students will develop the ability to read analytically.
- Students will develop the ability to communicate clearly through writing.
- Students will develop an understanding of how our complex societal system functions and how individuals can effect social change both through private association and action and through participation in governmental policy and decision-making processes.

- Students will apply their skills and knowledge to lead and participate in effective deliberation and consensus building.
- Students will learn to communicate and interact civilly within diverse groups and under different social circumstances.

**Senior Seminar on Global Issues – 4 hrs.** CMNS 480; EDUC 480; ENGL 402; PYSC 430 or other course options meeting the following learning outcomes:

- Students will develop the ability to read analytically.
- Students will develop the ability to communicate clearly through writing.
- Students will develop understanding of world issues through multiple global perspectives.
- Students will develop the ability to transform information into knowledge and integrate knowledge from multiple perspectives to make informed judgments effective for the common good.

**Service-Learning Requirement – 2 to 4 hrs.** This requirement may be met through an existing course (SVLN 354; SVLN 356; SVLN 351; SVLN 352) OR an approved internship OR an approved course with a significant Service-Learning component (VISA 354).

- Students will apply their skills and knowledge to engage in activities that benefit the community and promote social justice.
- Students will examine their lives, develop habits of on-going reflection, and understand the relationship between their lives and the life of the community.

**TOTAL CREDIT HOURS: 46 – 52 hrs.**

# TUSCULUM EXPERIENCE

## ORIENTATION COURSE

### **Objectives:**

Students who successfully complete the extended orientation will have been exposed to the following:

- The history, heritage and mission of Tusculum College
- The history and ideals of engaged citizenship and liberal arts education
- An appreciation for the impact of the visual arts on society and social change
- Informal and formal methods of critical thinking, including decision making and problem solving
- Appropriate study skills for their academic topics
- Multicultural and interdisciplinary ways of knowing
- Learning and teaching styles
- Diversity issues that affect the individual, college and community
- Interpersonal communication and conflict resolution skills
- Various applications of technology as they relate to the college journey, including campus email system, the Internet, and the critical evaluation of information technology
- Available resources and opportunities for involvement in the civic arts
- Academic and social policies at Tusculum College
- The advising and registration process
- Ways to establish a productive relationship with their academic advisor and professors
- Wellness issues that contribute to academic and personal success

# COMMONS PROGRAM ADMINISTRATION

The Commons Program is managed by a Director who reports directly to the Provost. To maintain accountability at this level, the Provost will make the appointment, in consultation with the School and Divisional leadership. The Director will serve one three-year term and will be given a one block reduction of annual teaching load. The responsibilities of this position include oversight of the coordinating committees through the Steering Committee, identification of Commons instructors, management of course schedules, program assessment, faculty enrichment, resource development and budget management. The Director also serves as the chairperson of the Commons Steering Committee.

The Commons Steering Committee is responsible for the academic integrity, quality, and coherence of the Commons curriculum. This committee will help identify Commons instructors, organize faculty development opportunities, and advise the Commons Director. The Competency Coordinator serves on the Commons Steering Committee as the representative of the Foundational Skills Courses. The Tusculum Experience Coordinator will also be a member of the Commons Steering Committee. The Coordinating Committees representing faculty teaching in the Studies in the Liberal Arts and Sciences, the Western Civic and Religious Traditions, and the Engaged Citizenship categories of Commons courses will each choose a leader to serve on the Steering Committee.

The Coordinating Committees are organized by faculty teaching in a specific category of the Commons Program. These committees will ensure academic rigor, consistency, and coherence at the course level, help design and revise courses (where appropriate), approve course submissions, and report regularly to the Steering Committee. Each committee will also recommend minimal guidelines for the development of Commons courses. Leaders of the five Commons Coordinating Committees will serve a three-year renewable term. The Coordinating Committee for the category of the Liberal Arts and Sciences will be composed of one faculty member selected by each School and Division and the leader will be chosen by the Committee membership. The Coordinating Committees for the Western Civic and Religious Traditions and the Engaged Citizenship categories of Commons courses will also elect a leader from their respective faculty groups to serve on the Steering Committee.

# COMPETENCY PROGRAM CURRICULUM OUTCOMES

In the Competency Program, Tusculum students will develop the following foundational skills in Writing, Analytical Reading, Computer literacy, Critical Thinking, Mathematics, and Public Speaking:

- Students will communicate clearly through writing.
- Students will read analytically.
- Students will use appropriate information technology tools to communicate, analyze information, and solve problems.
- Students will comprehend, interpret, evaluate, and convey complex ideas drawn from quantitative and / or qualitative information.
- Students will use mathematical reasoning to better understand the world and improve decision making.
- Students will communicate clearly through the spoken word.

In the Competency Program, students will also understand and demonstrate the following virtues of civility, self-knowledge, and ethics of social responsibility:

- Students will communicate and interact civilly within diverse groups and under different social circumstances.
- Students will examine their lives, develop habits of on-going reflection, and understand the relationship between their lives and the life of the community.
- Students will understand the complexity of our societal systems and either demonstrate or model how individuals can effect social change both through private association and action and through participation in governmental policy and decision-making processes.

# CRITERIA OF STUDENT LEARNING OUTCOMES\*

## Analytical Reading Skill

Students will develop the ability to read analytically.

<i>Category</i>	<i>Criteria Level 1</i>	<i>Criteria Level 2</i>
Ideas/ Details	Recognizes most evident ideas and details	Recognizes the relationship between main point and supporting points or between the whole work and its parts
Inferences	Draws obvious inferences	Generates inferences, generalizations, or predictions insightfully from texts, using background knowledge when appropriate considering deeper implications and/or applications
Main Points/ Themes	Identifies clearly presented main points and themes	Precisely states main points and/or themes

\*NOTE: not all of the student outcomes in the Commons have criteria at this time.

## Writing Skill

Students will develop the ability to communicate clearly through writing.

<i>Category</i>	<i>Criteria Level 1</i>	<i>Criteria Level 2</i>
Purpose/ Coherence	Responds to a central idea showing some knowledge of the subject. Writes in a manner which makes sense to the reader, establishing a logical division and progression of ideas.	Establishes a central idea in response to the topic; develops the topic in a coherent organizational structure. <b>NOTE:</b> a report, even if well-written, does not satisfy the criteria for having a thesis supported by the writing.
Balance Between the General and the Specific	Abstracts simple ideas from descriptive observations; recognizes the need to illustrate or support ideas	Abstracts valid generalizations from details; supports abstract ideas with concrete details and examples
Mechanics/ Style	Shows knowledge of standard grammar, spelling, punctuation, and sentence structure. Adjusts style to subject, audience, and assignment. Uses rules of written, rather than spoken, English.	Demonstrates mastery of the conventions of standard written English; adapts style to purpose; uses documentation appropriately. <b>NOTE:</b> failure to use documentation where needed constitutes plagiarism.

## Public Speaking Skill

Students will develop the ability to communicate clearly through the spoken word.

<i>Category</i>	<i>Criteria Level 1</i>	<i>Criteria Level 2</i>
Content	The purpose of the presentation is clear; some coherence and organization of material is evident	The purpose of the speaking is clear; content is well organized – including introduction , body, and conclusion; principal ideas are well supported with examples, stories, or other illustrations NOTE: at least one of the Level 2 validations must involve extemporaneous speaking.
Delivery	Speaks clearly, generally avoiding distracting vocal fillers or physical mannerisms, without excessive reliance on notes	Speaks clearly, uses standard English, consistently avoids vocal fillers, demonstrates poise in public setting, adjusts style appropriately for audience

## Computer Literacy Skill

Students will develop the ability to use appropriate information technology tools to communicate, analyze information, and solve problems.

<i>Category</i>	<i>Criteria Level 1</i>	<i>Criteria Level 2</i>
Familiarity with Computer	Knows function of most keys on keyboard; is able to turn and turn off the computer, using template and/or reference document if necessary	Knows functions of all keys on keyboard; knows the function of the Central Processing Unit; knows the different types of printers; knows the purpose of diskettes, disk drives, and mouse.
Familiarity with Software	Can write, print, save and retrieve documents in a word processing program; can describe what databases and spreadsheets are	Has elementary ability to use a word processing program, a spreadsheet program, and a database program; demonstrates proficiency in at least one of these; can access and use the Internet and World Wide Web
Problem Solving Skills		Given relatively simple problems, can distinguish from among word processing, spreadsheet, and database software the most appropriate type of program to employ in solving the problems

## Critical Analysis Skill

Students will develop the ability to interpret, evaluate, and convey complex ideas drawn from quantitative and qualitative information.

<i>Category</i>	<i>Criteria Level 1</i>	<i>Criteria Level 2</i>
Knowledge base	Demonstrates elementary understanding of the basic knowledge base appropriate to the analysis in question	Demonstrates solid understanding of the knowledge base appropriate to the analysis in question
Analysis	Recognizes and explains an argument prepared by somebody else <u>or</u> prepares an interpretation incorporating such elements as the following: <ol style="list-style-type: none"> <li>1. inductive reasoning</li> <li>2. deductive reasoning</li> <li>3. comparison</li> <li>4. cause and effect</li> <li>5. judgment referenced to established criteria</li> </ol>	Prepares a more sophisticated analysis containing one or more the following to make a sound, logical argument: <ol style="list-style-type: none"> <li>1. inductive reasoning</li> <li>2. deductive reasoning</li> <li>3. comparison</li> <li>4. cause and effect</li> <li>5. measure against established criteria</li> <li>6. recognition and explanation of fallacy in others' reasoning process</li> </ol>
Evaluation	Recognizes that valid assertions or arguments are built on evidence	Demonstrates ability to judge the quality, credibility, worth, or practicality of ideas presented, based on command of the knowledge base and/or analytical process, as listed above; recognizes that evaluation includes judgment of the argument itself as well as the assumptions (often unstated on which it is based

## Mathematics Skill.

Students will develop the ability to use mathematical reasoning to better understand the world and improve decision-making.

<i>Criteria Level 1</i>	<i>Criteria Level 2</i>
<p>1. Computation: Performs the basic mathematical operations (addition, subtraction, multiplication, and division) without a calculator; understands decimals and fractions</p> <p>2. Analysis: Divides material into component parts and analyzes the relationship between the parts and the whole; abstracts principles</p> <p>3. Synthesis: Finds creative solutions by reassembling parts into a new whole; applies mathematical principles to new situations of moderate difficulty and complexity</p> <p>4. Geometrical Thinking and Measurement: Understands the geometrical concepts, such as parallelism, perpendicularity, congruence, similarity, and symmetry, which underlie the three-dimensional world of buildings and moving objects</p> <p>5. Communication in Mathematical Terms: Presents mathematical results or ideas coherently and convincingly</p>	<p><i>NOTE: Both part A and part B must be demonstrated to complete validation for Mathematics at Level 2.</i></p> <p>A. Algebraic Thinking: Understands algebraic functions which relate directly to applied mathematics such as statistics, at a level equivalent to MATH 102: College Algebra</p> <p>B. Statistics: Is aware of the pervasiveness of statistics in interpreting information in the modern world; recognizes basic uses and misuses of statistical representation and inferences; demonstrates responsible use of statistics (either data which the student has assembled or data from an external source) used as supporting information; understands and employs elementary principles of probability as used in predicting such future events as election results, business forecasts, and outcomes of sporting events</p>

## Self-Knowledge Virtue

Students will examine their lives, develop habits of on-going reflection, and understand the relationship between their lives and the life of the community.

<i>Category</i>	<i>Criteria level 1</i>	<i>Criteria level 2</i>
Personal Past	Recognizes that life events, family, and culture help to shape values, outlook, and goals	Demonstrates strong awareness of the role life events, family, and culture have in shaping values, outlook, and goals; locates own history in broader community context
Personal Values	Understands and can define the term "personal value"; begins to recognize own values	Understands and articulates own fundamental ethical values
Strengths/ Limitations	Recognizes some personal strengths and weaknesses; understands that these help shape an individual's contributions to community	Uses knowledge of strengths to envision and/or offer contributions in a civic context; uses knowledge of limitations to judge where contributions may be inappropriate or of questionable value
Desires/ Goals	Inventories own desires and goals, both personal (e.g., educational, career, family) and civic; when appropriate, sets strategies to achieve goals	Recognizes that desires and goals help to shape personal satisfaction and contributions to society
Interdependence	Recognizes that individuals are in part shaped by, and help to shape, their communities	Understands complex interconnectedness of individuals and communities and locates self within larger community context

## Civility Virtue

Students will communicate and interact civilly within diverse groups and under different social circumstances.

<i>Category</i>	<i>Criteria: Level 1</i>	<i>Criteria Level 2</i>
Respect for Others	Observes and listens to others. Shows some ability to use verbal and nonverbal feedback in shaping own speech and behavior	Pays close attention to others. Consistently uses verbal and nonverbal feedback in shaping own speech and behavior constructively
Discussion	Follows discussion; occasionally participates. Accurately paraphrases other speakers' ideas	Clearly grasps key points of topic under discussion. Maintains emotional control and works supportively with others to further discussion or accomplish tasks, asking questions when appropriate. Is open to views different from own. When necessary, attempts to resolve disagreements. Avoids blocking behaviors.
Social Conventions	Recognizes that social conventions vary according to setting and circumstance	Determines and observes social conventions appropriate to circumstances; for example, introductions, handshakes, table etiquette

## Ethics of Social Responsibility Virtue

Students will understand the complexity of our societal systems and either demonstrate or model how individuals can effect social change both through private association and action and through participation in governmental policy and decision-making processes.

<i>Category</i>	<i>Criteria: Level 1</i>	<i>Criteria Level 2</i>
Individual	Demonstrates awareness of interdependence of individual and community	Demonstrates understanding of ethical issues generated by interdependence of individual and community, and mutual dependence of groups within a community
Public and Private Life	Can distinguish between public and private realms	Recognizes appropriate speech and action for both public and private space; demonstrates understanding that actions in the public realm may have consequences for the private realm, and vice versa
Diversity and the Common Good	Demonstrates tolerance of diversity and cultural difference; acknowledges possibility of seeking common ground	Shows willingness to suspend own beliefs for a time in order to learn about others; demonstrates sensitivity to diversity and cultural difference; shows willingness to seek common good
Civic Responsibility and Social Change	Shows understanding of process of social change in a democratic system	Demonstrates understanding of complexity of social change and of responsibility of citizens as agents of change in a democratic system

## Rubric for Writing Assessment

The following rubric was developed for use in classrooms throughout the year and in the end-of-the-year assessment in composition courses. Other faculty are welcome to use this rubric.

4 Purpose	4 Coherence	4 Content	4 Style	4 Mechanics
Sharp, distinct, controlling main point made about a single topic with evident awareness of task; thesis is clear and skillfully integrated into the text.	Sophisticated arrangement of content into clearly developed paragraphs with appropriate transitions.	Substantial, specific and/or illustrative content demonstrating development and support of thesis. Paraphrasing, quoting and summarizing is skillful and seamlessly integrated into the text. Complexity of argument, includes counter arguments.	Careful choice of words and sentence structure to support and highlight purpose and tone.	None or only one or two errors in grammar, spelling, or sentence usage.
3 Purpose	3 Coherence	3 Content	3 Style	3 Mechanics
Apparent main point made about a single topic with sufficient awareness of task; thesis is adequate, integrated into the text.	Adequate arrangement of content into paragraphs which follow the main idea; some transitions.	Sufficiently developed content with adequate use of details related to the main idea. Paraphrasing, quoting and summarizing is obvious and appropriate. Complexity of argument, recognizes but does not necessarily include counter argument.	Adequate choice of words; basic but repeated sentence structure.	Errors in grammar, spelling, usage with do not interfere with communication of idea.

2 Purpose	2 Coherence	2 Content	2 Style	2 Mechanics
Single topic is identified. Thesis is contrived and not integrated into text.	Confused arrangement of content; paragraphs do not establish a logical pattern of organization; poor/no transitions.	Limited content; details not all related to main idea. Paraphrasing, quoting and summarizing is task appropriate but is often disjointed and disconnected from the text. Simplified argument; not counter argument recognized.	Poor choice of vocabulary; weak but appropriate sentence structure.	Errors in grammar, spelling, usage somewhat interfere with communication.
1 Purpose	1 Coherence	1 Content	1 Style	1 Mechanics
Minimal evidence of topic; no main idea or thesis.	No control of paragraphs; no transitions.	No details specific to a main idea; no explanation of details as they relate to topic. Paraphrasing, quoting and summarizing is off task and not integrated. No complexity of argument; no counter argument.	Poor choice of vocabulary; weak and inappropriate sentence structure.	Errors in grammar, spelling, usage interfere with communication.

# Public Speaking Rubric

## Content

1. States the purpose.

Points Criteria

5	The purpose is clear and captures the listener's attention.
3	The purpose is apparent.
1	The purpose is not evident.

2. Organizes the content.

Points Criteria

5	The content is organized logically with fluid transitions to capture and hold the listener's attention throughout the entire presentation.
3	The organization of the content is congruent; transitions are evident.
1	The content lacks organization; transitions are abrupt and distracting.

3. Supports ideas.

Points Criteria

5	Important details add to the interest and depth of the presentation; details work to connect the listener to the speech.
3	The speaker provides the basic details necessary for the listener to understand the premise of the presentation.
1	The majority of ideas are unsupported by additional information or explanation.

4. Incorporates stories and examples.

Points Criteria

5	Relevant examples or stories work to interest the listener and further develop main ideas.
3	Stories and examples obviously relate to the content of the speech.
1	Stories and examples are missing or unrelated.

5. Summarizes the main idea(s).

Points Criteria

5	The conclusion unites the important points of the presentation and encourages future discussion.
3	The conclusion summarizes the main ideas.
1	The speech ends without a summary.

## Delivery

6. Demonstrates awareness of listener's needs.

Points Criteria

5	The choices of language, examples, and aids work together to heighten the listener's interest and connection to the topic.
3	The speaker's word choices, explanations, and enthusiasm are appropriate for the topic and for each point; appropriate aids are incorporated.
1	The presentation is uninteresting.

7. Speaks clearly with appropriate vocabulary and information.

Points Criteria

5	The vocabulary is descriptive and accurate, engaging the listener through imagery.
3	The vocabulary provides clarity and avoids confusion.
1	The vocabulary is awkward or inappropriate for the topic, making the speaker difficult to understand.

8. Uses tone, speed, and volume as tools.

Points Criteria

5	The speaker manipulates tone, speed, and volume, using these tools to emphasize important ideas and hold the listener's attention.
3	The speaker avoids distracting vocal fillers or physical mannerisms and uses adequate speed and volume throughout the presentation.
1	Vocal fillers are present throughout the presentation. Speed and volume are inappropriate for the presentation.

9. Demonstrates complexity of thought and vocabulary.

Points Criteria

5	Variation of sentence structure and word choice works to keep the listener interested and provides multiple examples and descriptions.
3	Sentence structure and word choice are varied to avoid monotony of tone and repetition of ideas.
1	Sentence structure and word choice are monotonous and uninteresting.

10. Appears comfortable with audience.

Points Criteria

5	Eye contact, interaction with aids, and physical gestures demonstrate the speaker's energy and interest, guiding the listener through the presentation.
3	Eye contact, interaction with aids, and physical gestures are natural and fluid.
1	Eye contact with the audience is lacking. Gestures are missing or awkward. The speaker depends heavily on the written speech or notes.

