5. Communication
Students will apply effective communication skills by gathering, interpreting, critiquing, and presenting information from diverse sources.

Draws from College Writing, Communication Foundations, Writing Intensive, and Communication Intensive courses. May draw from Language Learning courses and campus engagement activities. To be used for global review of the Communication showcase of the EMU portfolio and as appropriate in CI courses. Discipline-specific writing, oral communication, and language learning rubrics may be more appropriate for teaching or assessing student learning in many courses or projects.

Students will :	Mastery	Competency	Emerging Skill
Demonstrate an understanding of audience and purpose.	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 minimal awareness of context, audience, purpose, and focus in response to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Attend to genre and medium conventions.	Demonstrates detailed attention to and successful execution of a wide range of conventions or aesthetics particular to a specific discipline and/or communication task(s) including organization, content, delivery, presentation, central message, formatting, and stylistic choices.	Demonstrates consistent use of conventions or aesthetics particular to a specific discipline and/or communication task(s), including organization, content, delivery, presentation, central message, formatting, and stylistic choices.	Significant improvement needed in basic organization, content, delivery, presentation, central message, formatting, and stylistic choices.
Evaluate Information Critically (As applicable)	Chooses a variety of information sources or exemplars appropriate to the scope and discipline of the research question or selected assignment. Selects sources after considering the importance to the learning activity of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).	Chooses a variety of information sources or exemplars appropriate to the scope and discipline of the research question or selected assignment. Selects sources using multiple criteria (such as relevance to the learning activity, currency, and authority).	Selects sources or exemplars using limited or basic criteria (such as relevance to the learning activity or selected assignment).

Criteria selected and adapted from AAC&U's Information Literacy and Written Communication VALUE rubrics [CC BY-NC-SA 4.0](#)

This rubric serves as a guide for faculty who teach courses linked to this particular EMU Core student learning outcome. The rubrics are intended to be used for wholistic assessment of completed showcases in the senior year to ascertain how an integrated EMU experience helps students meet our general education learning outcomes. Strong portfolio assignments in individual courses link to some or all of the criteria and are structured to help students move in the direction of mastery as they progress through courses at EMU.

Students may also wish to refer to these rubrics as they curate their portfolios and engage with EMU Core learning outcomes.