

B. COMMUNICATE Overview

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Red River College graduates communicate professionally in diverse environments. They use a variety of formats and techniques to communicate effectively.

1. Definition/description.

Communication is the process through which people interact to exchange information, feelings, and meaning. Interpersonal communication is not just about what is actually said, but also how it is said. Non-verbal messages sent through tone of voice, facial expressions, gestures and body language can support and enhance the words, or can send quite different messages.

There are a variety of methods of communication which can be used, including verbal, non-verbal, written, and visual. There are also a range of formats of communication, the choice of which will depend on the message desired, the audience and the resources available. It is important that the individual have the ability to choose the methods and formats that maximize the intended communication with individuals and communities.¹

2. Importance of this competency for academic, personal and professional life.

Communication is a two-way process. Successful communication results in reaching mutual understanding, in which participants not only exchange (encode-decode) information, news, ideas and feelings but also create and share meaning. In all our personal, workplace and community interactions with other individuals in a one-to-one or group exchange, our objective is to communicate successfully, efficiently and effectively. Unless there is shared meaning and understanding, it becomes extremely difficult to attain joint goals.

Communication serves as a foundation for planning and organizing and motivating, altering individual's attitudes and in achieving collaboration and persuasion. It is the basic method through which humans interact, and is the basis for the development of relationship-building.

An understanding of different audiences and their perspectives, along with the benefits of various types of communication (e.g. reports, newsletters, presentation, social media) is key for successful communication.

3. Listing of levels of *Communication* along the continuum of development in college programs.

Level 1 *Express Self*

Graduates use language appropriate to the purpose of communication, the message, and the audience. They gather information from a variety of sources. They use the most suitable technologies to present information and ideas clearly.

Level 2 *Interact with Others*

Graduates use interpersonal skills to collaborate respectfully in the workplace and community. They value individual differences and diverse perspectives. They share opinions, debate ideas, and seek consensus.

Level 3 *Promote and Persuade*

Graduates communicate skillfully in diverse environments to engage others, share perspectives, generate ideas, and solve complex problems. They use communication tools effectively to enhance their message. They are guided by honesty, integrity, and ethics.

4. Interaction/connectivity with other college-wide learning outcomes.

Communication underlies all other competencies within the college-wide learning outcomes. It is a key component of expressing oneself, and a necessity in collaboration and any social interaction. As such, it is essential that it be integrated within each of the other college-wide learning outcomes.

5. Rubric for mastery of *Communication* and incorporation of the learning outcome in programs.

See rubric chart.

- a. The rubrics provide the indicators for the outcome, plus a rubric descriptor for each indicator at each level.
- b. The rubrics provide benchmarks for programs to reference their own program outcomes when developing or revising a program.
- c. The rubrics provide detailed information for faculty to incorporate into their program/course assessment rubrics for student assessment. They are not intended for grading individual students.
- d. The rubrics also provide a metric for the evaluation of programs and college-wide attainment (on a composite basis) of student success in meeting the stated college-wide learning outcomes.

6. Faculty Resources.

Faculty resources have been gathered to assist faculty in:

- a. Increasing their knowledge about learning outcomes at various levels (institutional outcomes, program outcomes and course outcomes), and of how programs and courses relate to institutional outcomes.
- b. Reflecting on the meaning and indicators of each of the college-wide learning outcomes.
- c. Referencing some sample student assessment rubrics related to the outcome (competency) or some component of it. These resources may assist faculty to develop their own course rubrics for assessment of students.
- d. Accessing some teaching resources related to the outcome (competency) or components of it.

¹ Community is defined as people or groups with a common interest who collaborate to share ideas, information and other resources (RRC CWLO Committee).

B. COMMUNICATE Rubric

Red River College graduates communicate in a clear and respectful manner within culturally diverse environments, using a variety of formats and techniques to achieve desired results.

	Levels		
Competency Levels	1. INTRODUCTORY Learning RRC graduates will be able to...	2. COLLABORATIVE learning RRC graduates will be able to...	3. INTEGRATIVE Learning RRC graduates will be able to...
Level descriptors	<p><u>Level 1 Express Self</u></p> <p>Graduates use language appropriate to the purpose of communication, the message, and the audience. They gather information from a variety of sources. They use the most suitable technologies to present information and ideas clearly.</p>	<p><u>Level 2 Interact with Others</u></p> <p>Graduates use interpersonal skills to collaborate respectfully in the workplace and community. They value individual differences and diverse perspectives. They share opinions, debate ideas, and seek consensus.</p>	<p><u>Level 3 Promote and Persuade</u></p> <p>Graduates communicate skillfully in diverse environments to engage others, share perspectives, generate ideas, and solve complex problems. They use communication tools effectively to enhance their message. They are guided by honesty, integrity, and ethics.</p>

<p>3.1 Organize/ store</p>	<p>a. Store information in categorized manner to support efficient future reference.</p>	<p>a. Organize and manage key <u>sources</u> of information and discussion platforms related to personal activities and own field of study in thorough and methodical manner.</p>	<p>a. Organize and manage information content and exchanges in logical, efficient manner for effective communication within local and global communities.</p>
<p>2. Reading 2.1. Comprehension 2.2. Analysis and Interpretation</p>	<p>a. Comprehend text and vocabulary to be able to summarize or paraphrase the information in accurate manner.</p> <p>a. Identify writer's/speaker's purpose or key message</p> <p>b. Differentiate fact from opinion, and relate to topic of discussion.</p>	<p>a. Draw basic inferences about the document's intent related to topic.</p> <p>a. Connect content and/or message to topic or issue and engage in group discussions on meaning, intent or details of document.</p> <p>b. Articulate multiple ways of interpretation particular to one's field of study or group project.</p>	<p>a. Recognize possible implications for perspectives and issues in the broader community.</p> <p>a. Draw complex inferences about message and opinions in document's content and message as it relates to community issue or topic.</p> <p>b. Evaluate text for contribution and consequences to field of study and inter-related fields from a global perspective.</p>
<p>3. Writing 3.1. Context, purpose and audience</p>	<p>a. Demonstrate consideration of context, audience and purpose with focus on assigned task.</p>	<p>a. Adapt format to meet needs of purpose within specific context of group or community and identified best methods/tools and strategies for reaching specific audience.</p>	<p>a. Write creatively and effectively in various formats applicable to topic, diverse audiences and a range of purposes.</p>

<p>3.2. Sources and content/message</p>	<p>a. Find valid sources to draw from and select or develop content to use as the basis for message to fit purpose.</p>	<p>a. Access strong sources and appropriate content for desired message. Consider and represent varied perspectives where appropriate.</p>	<p>a. Evaluate and synthesize content to demonstrate mastery of the subject and convey a clear and accurate message to varied audiences.</p>
<p>3.3. Organization/structure/format</p>	<p>a. Organize information to communicate message to achieve specific purpose.</p> <p>b. Cite sources accurately.</p>	<p>a. Organize content and combined or alternate perspectives in appropriate formats and coherent manner to provide clarity and depth in communication pieces for a range of purposes to further group or team efforts.</p> <p>b. Cite sources in manner appropriate to purpose and field of study.</p>	<p>a. Develop communication pieces in an integrated and well-organized fashion to present accurate and compelling messages to meet organizational and community purposes.</p>
<p>3.4. Persuade or inform</p>	<p>a. Develop message in ethical and respectful manner to further group purpose or communication needs.</p>	<p>a. Include information, rationale and 'call to action' where appropriate to state position and persuade others.</p>	<p>a. Use creative, scientific or other approach to persuade, inform or debate within diverse cultural groups and audiences.</p>
<p>3.5. Syntax and mechanics</p>	<p>a. Demonstrate correct use of writing mechanics, spelling and grammar to convey message or information within context of the profession/occupation.</p>	<p>a. Use mechanics and language applicable to the topic and purpose, and field of study. Write efficiently and effectively following conventions and terminology particular to a specific discipline.</p>	<p>a. Use appropriate language, composition and writing mechanics that <u>skillfully</u> communicates meaning and purpose to readers. Demonstrate the ability to communicate clearly and accurately between related fields.</p>

	b. Demonstrate accurate punctuation, spelling, and grammar.		
4. Quantitative literacy	<p>a. Explain information provided in mathematical forms, and convert information into mathematical or quantitative portrayal.</p> <p>b. Connect quantitative information to argument or purpose of communication.</p>	<p>a. Accurately explain quantitative information as it applies to message being communicated.</p> <p>b. Develop and convert information into quantitative portrayal to support message or purpose of communication with group or team.</p>	<p>a. Make appropriate inferences regarding quantitative information.</p> <p>b. Present quantitative information in effective format to enhance message and influence others within a broad community or global context.</p>
5. Visual communications	a. Acknowledge that visual images are interpreted differently by different people. Describe various types of visual aids or elements that can be used in print, oral or social media communications.	a. Describe different perspectives that people use to interpret or analyze meaning in visual images.	a. Use visual images in appropriate manner in a way that supports and enhances the meaning of text or words it is connected to. Demonstrate how elements such as pictures, symbols, words and graphics can increase the impact of messages for community good.
6. Oral communications 6.1. Organization and message, content.	a. Demonstrate organized communication with introduction, sequencing and conclusion. Intended message is clear.	a. Demonstrate oral communication skills that are well organized to present clear, consistent message to group.	a. Demonstrates the ability to present information in organized ways that the receiving party can easily understand.

<p>6.2. Language, verbal and non-verbal</p>	<p>b. Incorporate use of supporting materials to assist with message.</p> <p>a. Use language appropriate to the purpose, method of communication and audience.</p> <p>b. Identify some non-verbal cues, including facial expressions, body language, and eye contact.</p>	<p>b. Incorporate some materials from relevant authorities and sources to support the presentation and credibility of message.</p> <p>a. Use language appropriate to depth of topic being discussed, and level of understanding of audience. Use language of the discipline in professional manner.</p> <p>b. Support verbal message with appropriate non-verbal language with sensitivity to cultural differences.</p>	<p>b. Enhance and strengthen message with a variety of supporting materials providing significant enhancement, or rationale for message.</p> <p>a. Use language which demonstrates mastery of subject.</p> <p>b. Speak with effective and memorable verbal and non-verbal language, demonstrating commitment and passion for topic and message to community.</p>
<p>6.3. Listening</p>	<p>a. Listen to speaker with full attention in neutral manner, providing time for individual to complete their thoughts.</p> <p>b. Ask questions and respond to questions to clarify communication.</p>	<p>a. Actively listen using both verbal and non-verbal messages to demonstrate to speaker that they have full attention.</p> <p>b. Encourage questions from audience to clarify meaning and messages, responding in manner which indicates respect for diversity of understanding and perspectives.</p>	<p>a. Reflect on messages from others and encourage them to continue to complete, clarify or enhance their thoughts.</p> <p>b. Respond effectively to questions. Ask questions of audience to clarify or confirm their understanding and involvement.</p>

<p>6.4. Delivery style + responsiveness to audience</p>	<p>a. Present information in a clear and comprehensive manner-</p> <p>b. Incorporate some technology as appropriate</p> <p>c. Describe possible barriers to communication and when in the communication process they might occur.</p>	<p>a. Speak clearly and accurately in an illustrative, professional and comfortable manner. Use delivery techniques and appropriate style to make presentations interesting and support message and purpose.</p> <p>b. Make effective use of technology as appropriate to enhance the message and purpose of the presentation.</p> <p>c. Demonstrate knowledge of common barriers to communication in a group setting by continually checking understanding and offering appropriate feedback.</p> <p>d. Incorporate some interactivity in presentations to group.</p>	<p>a. Present in clear, creative and persuasive manner and show confidence as a public speaker. Demonstrate compelling presentations adapted to purpose and various size and types of audiences which draws audience in to purpose.</p> <p>b. Demonstrate the creative use of technology and visual components to support and enhance the message and intent of the presentation.</p> <p>c. Overcome common barriers to effective communication to deliver message in clear manner to diverse audiences.</p> <p>d. Demonstrate interactive presentation fashion with capability to involve audience in participatory manner to enhance impact of message.</p>
<p>6.5. Persuade or inform</p>	<p>a. Develop message in ethical and respectful manner to further group purpose or communication needs.</p>	<p>a. Include information, rationale and 'call to action' where appropriate to state position and persuade others.</p>	<p>a. Use creative, scientific or other approach to persuade, inform or debate within diverse cultural groups and audiences.</p>

<p>7. Social interaction/ interpersonal skills</p>			
<p>7.1. Attentiveness /listening</p>	<p>a. Pay attention to speaker and listen to their message.</p>	<p>a. Focus on speaker, demonstrate receptivity to message. Extrapolate key linkages to group or project purpose.</p>	<p>a. Display attention to speaker and interest in and respect for their message. Determine connections of message to broader topic or issue of community.</p>
<p>7.2. Responding</p>	<p>a. Focus on topic and intent of speaker's communication. Avoid interruptions, and paraphrase to confirm meaning as required.</p>	<p>a. Offer supportive, respectful and empathetic feedback, asking questions to clarify and confirm meaning.</p>	<p>a. Respond to verbal questions and non-verbal cues of confusion, taking advantage of the opportunity to provide additional information to clarify and enhance message.</p>
<p>7.3. Intercultural communications</p>	<p>a. Identify cultural differences in verbal and nonverbal communications and describe how misunderstanding can occur based on those differences.</p>	<p>a. Participate in diverse groups with cultural differences using verbal and nonverbal communication and begin to search out a shared understanding.</p>	<p>a. Apply a broad knowledge of cultural differences in verbal and non-verbal communication with diverse groups and individuals. Negotiate a strong shared understanding based on differences.</p>
<p>7.4. Interpersonal relationships</p>	<p>a. Demonstrate tact and respect when communicating.</p>	<p>a. Communicate through respectful, honest interactions and build good interpersonal relationships.</p>	<p>a. Demonstrate the ability to communicate the positive nature of situations involving change, and to empathize with possible emotional reactions.</p>

		d. Use social media networks for discussion and professional networking.	d. Build and sustain a body of social followers
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Terminology usage in rubric:

Empathy: viewing a situation from the perspective of another person, to share and understand another person’s feelings, needs, concerns and/or emotional state.'

Community: people or groups with a common interest who collaborate to share ideas, information and other resources.

- People or groups implies formal or informal
- “Common interest who collaborate” – self-organized network is implied
- Virtual community is included as there is no physical component in the definition
- Community members can play an active or passive role

Global citizen: a global citizen is aware of the interdependent nature of the world, understands how local and global issues affect people around the world, and commits to taking actions to create a more just and sustainable world.

Interactive communication: an exchange of ideas where both participants, whether human, machine or art form, are active and can have an effect on one another. It is a **dynamic**, two-way flow of information.

Intercultural competence: intercultural competence is the ability to interact effectively and appropriately with people from diverse cultural backgrounds. It is the ability to recognize, acknowledge, respect and incorporate an understanding of world views and the impact on relationships. “Culture” is defined broadly and not limited to national or ethnic affiliations, but may also represent race, language, gender identity, sexual orientation, socio-economic status, age, physical and cognitive abilities, spiritual beliefs, marital/parental status.

Interpersonal communication: the process by which people exchange information, feelings, and meaning through face-to-face verbal and non-verbal messages. Interpersonal communication is not just about what is actually said, i.e. the language used, - but also *how* it is said and the non-verbal messages sent through tone of voice, facial expressions, gestures and body language.

Listening: the ability to accurately receive and interpret messages in the communication process. **Active listening** involves listening with all senses. As well as giving full attention to the speaker, it is important that the ‘active listener’ is also ‘seen’ to be listening - otherwise the speaker may conclude that what they are talking about is uninteresting to the listener.

Quantitative literacy: also known as numeracy or quantitative reasoning. It is a ‘habit of mind’ competency, and comfort in working with numerical data. It supports the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. It underlies the ability to create sophisticated arguments supported by quantitative evidence, allowing one to clearly communicate those arguments in a variety of formats (using words, graphs, tables etc as appropriate). VALUE Rubric.

Social media: the collective of online communications interaction among people in which they create, share, exchange and/or discuss/debate information and ideas in virtual communities and networks and online communities.

Visual communication: sharing a message with the help of (or through) a visual image or format. This allows the message to be understood better with pictures and other visual aids. A visual message accompanying text has the potential power to greater inform, educate, or **persuade** a person or audience.

Key References for Communicate Rubric

- VALUE Rubrics for Quantitative Literacy, Information Literacy, Written Communication, Oral Communication and Reading at <http://www.aacu.org/VALUE/rubrics/>
- Formal Oral Communication Rubric. Eberly Center for Teaching Excellence, Carnegie Mellon University
- Communicating Rubric. University of Guelph Undergraduate Degree Learning Outcomes, Skills and Rubrics. November 2012 <http://www.uoguelph.ca/vpacademic/avpa/outcomes/pdfs/Undergraduate%20LO%20Rubrics.pdf>
- RRC College-wide Learning Outcomes Rubric (based on employability skills) for *Manages Information and Communication*