

Core Curriculum Core Skills I.C. 3 Communicating Across Cultures Value Rubric:

Student Learning Outcomes:

- 1) Apply foreign language skills consistent with the level of study
- 2) Identify cultural perspective through language study

	Accomplished (4) [Exceeded]	Proficient (3) [Met]	Developing (2) [Partially Met]	Beginning (1) [Not Met]	Null (0) [Not Met]
SLO 1: Apply foreign language skills consistent with the level of study	<input type="checkbox"/> Can skillfully negotiate a shared understanding based on verbal and non-verbal communication. <input type="checkbox"/> Skillfully uses linguistically appropriate language.	<input type="checkbox"/> Begins to negotiate a shared understanding based upon verbal and non-verbal communication. <input type="checkbox"/> Mainly uses linguistically appropriate language.	<input type="checkbox"/> Basic level of understanding of verbal and non-verbal communication. <input type="checkbox"/> Uses a small level of linguistically appropriate language.	<input type="checkbox"/> Has a minimal level of understanding verbal and non-verbal communication. <input type="checkbox"/> Uses linguistically inappropriate language.	<input type="checkbox"/> No evidence provided
SLO 2: Identify cultural perspectives through language study.	<input type="checkbox"/> Articulates a complex mastery of cultural differences through verbal and non-verbal communication. <input type="checkbox"/> Adapt and applies an understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. <input type="checkbox"/> Adapts and applies an understanding of multiple worldviews, experiences, and power structures.	<input type="checkbox"/> Recognizes and participates (compares and contrasts) cultural differences through verbal and non-verbal communication. <input type="checkbox"/> Analyzes the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. <input type="checkbox"/> Analyzes substantial connections between worldviews, experiences, and power structures	<input type="checkbox"/> Identifies some cultural differences in verbal and non-verbal communication <input type="checkbox"/> Explains and connects elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. <input type="checkbox"/> Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures.	<input type="checkbox"/> Has a minimal level of identification of cultural differences in verbal and non-verbal communication. <input type="checkbox"/> Describes elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. <input type="checkbox"/> Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective.	<input type="checkbox"/> No evidence provided.

Definitions:

- Accomplished: Completed, done, effected, highly skilled
- Proficient: Undergoing development, growing, evolving
- Developing: In the process of becoming, becoming more prominent
- Beginning: Exhibiting a marked lack of competence
- Null: no evidence detected

* International students who are non-native speakers of English and are accepted to CCU through either the TOEFL or one of its equivalency mechanisms are exempt from fulfilling this core requirement. Students who have completed their high school or a previous higher education degree program in a country outside the United States of America and/or its territories are exempted from this core requirement.

Working Draft endorsed 6/1/15 Core Curriculum Committee

Communicating across cultures requires that students become both aware of the cultural differences in verbal and nonverbal communication used between individuals in cultural settings in the United States and other countries and that students suspend a priori judgments of individuals from other cultures. Such actions may enable students to be more capable of successfully arriving at shared understandings to promote mutual trust and respect with individuals from different cultural backgrounds. Requiring enhanced communicative capabilities within a chosen foreign language is one part of this effort. An additional component of this effort is direct exposure to and engagement with cultures outside the United States of America. Such direct exposure to cultures outside the United States through culturally immersive study experiences or intensive study achieves numerous desirable outcomes supportive of this core goal: it promotes greater self-awareness of one's own culture as well as the differences between one's own culture and that of others outside the home country; it enables one to develop perspective taking based on better understanding of the interconnectedness of the host country under study; it enables students to enhance their personal communicative capabilities in the languages used in the host country of study; and it supports enhanced empathy and maturity