

## Communicative Competence assignment- Overview

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- I. In the first week of class, I ask students to go through the checklists (attached) and check off those that serve as their own goals in each area of communicative competence. There's also a "write in goals" for items they wish to add. This serves two purposes: (1) it engages them in the class with a ground-level assumption that these are skills with levels of achievement/practice/mastery; (2) it provides them with some language/concepts that help them re-imagine what is involved in these skills. On the part of the faculty member, these checklists can easily be modified, items subtracted or added depending on the level/discipline of the class.
- II. At the midterm, students look at their checklists and self-assess. At both this and the final point, I urge students to be specific in their examples and as concrete as possible as they refine their goals, so that they can more easily see whether they are making progress. I remind them that while the assignment is to help them develop communicative competencies, my assessment technique requires that they use self-reflection as they think of their progress in details. I return their midterm sheet to them with comments that are pointed in two ways: is there sufficient self-reflection? are there enough examples? This is also the moment when--occasionally--you see a student with absolutely no sense of their impact/persona; finding ways to give direct but gentle feedback about this is useful, and has greatly helped my classrooms.
- III. At the final, students turn in the final sheet (attached) and are expected to continue the work of the midterm with one caveat: they must respond directly to my comments.

## Communicative Competence Initial Checklist

[please check several goals in each section]

### Speaking skills

Speak less often (I tend to speak too much.)  
Speak more often (I tend to not speak much.)  
Take more risks with my contributions.  
Use more concrete evidence when I contribute.  
Build off of classmates's statements.  
Ask effective questions that generate conversation.  
Be more concise.  
Use my classmates' names when I respond to them.  
Use eye contact with the whole class when I speak.  
Stay on topic.  
Explain more clearly how my opinion connects to the readings.

### Listening skills

Demonstrate I'm listening with body language and eye contact.  
Allow myself to learn from my classmates.  
Work to synthesize comments/readings as I listen.  
Take effective notes.  
Listen fully, without always thinking about the thing that I want to say.  
Listen well in order to build on others' comments directly.  
Keep listening, even when I disagree.

### Reading Skills

Make time for re-reading  
Slow down for deliberative reading.  
Connect a particular reading to previous readings.  
Read for the theories (ways of knowing) that the author uses.  
Read for ideas that excite me.  
Learn how to take useful notes about what I read.  
Read for the scholarly conversation (who the author is "responding" to and why).  
Read for method (the way the author does their work).  
Bring quotes from the reading to class.

### Writing Skills

I'll work harder to organize my essay and support my thesis with evidence.  
I plan to meet with the WA.  
Organization.  
Stronger claims.  
More effective and clear analysis of the evidence.  
Use evidence.  
Prose that makes my thoughts clear and coherent to other people.  
Do rough drafts and edit.  
Transitions and developing my argument.  
Time management.

## Communicative Competence

## Midterm Check-in

**Name:**

Look at your initial goal setting and any comments I made. Review and re-set your goals, indicating in each section your top three priority goals, the practices you are engaging in to reach those goals, and thoughts you have about what difficulties you'll need to confront and address in order to do so.

### **SPEAKING**

- Goal 1
- Goal 2
- Goal 3
- Why are you focusing on these three goals? What has happened in the first half of term that makes these rise to your attention?
- What practices are you engaging in to reach these goals?
- What might get in your way as you work towards these goals? How will you address these obstacles?

### **LISTENING**

- Goal 1
- Goal 2
- Goal 3
- Why are you focusing on these three goals? What has happened in the first half of term that makes these rise to your attention?
- What practices are you engaging in to reach these goals?
- What might get in your way as you work towards these goals? How will you address these obstacles?

## **READING**

- Goal 1
- Goal 2
- Goal 3
- Why are you focusing on these three goals? What has happened in the first half of term that makes these rise to your attention?
- What practices are you engaging in to reach these goals?
- What might get in your way as you work towards these goals? How will you address these obstacles?

## **WRITING**

- Goal 1
- Goal 2
- Goal 3
- Why are you focusing on these three goals? What has happened in the first half of term that makes these rise to your attention?
- What practices are you engaging in to reach these goals?
- What might get in your way as you work towards these goals? How will you address these obstacles?

**Is there anything more that you want me to know about your progress in these areas so far?**

## Communicative Competence

## Final Check-in

**Name:**

Look at your midterm check-in and any comments I made. Review your goals and assess your progress, answering all of the following questions for each area. How did you do in reaching those goals? What helped you succeed? What held you back? What practices would you keep in place, which would you change, if you were to do AMST 115 all over again?

### **SPEAKING**

- Goal 1
- Goal 2
- Goal 3

### **LISTENING**

- Goal 1
- Goal 2
- Goal 3

## **READING**

- Goal 1
- Goal 2
- Goal 3

## **WRITING**

- Goal 1
- Goal 2
- Goal 3