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Part 1

Your task is to read the statements below and rate your perception of your communication skills.

- [Download a PDF of this form here.](#)
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| How often does this describe me during a conversation/communication? | | Usually | Sometimes | Seldom |
|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------|-----------|--------|
| Writing Skills | I know the parts of a proper email, memo, and business letter formatting. | | | |
| | I know the basic parts of formal or informal reports. | | | |
| | I can evaluate a document to determine if it might be successful. | | | |
| Reading Skills | I am familiar with specialized vocabulary in my field of work. | | | |
| | I am willing to look up the meanings of words or concepts I don't fully understand. | | | |
| | I can get the basic meaning of words I am unfamiliar with by using context clues in the text | | | |
| | I am comfortable reading a text in a variety of mediums (paper, tablet, | | | |

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|------------------|---------------------------------------------------------------------------|--|--|--|
| | computer screen, etc) | | | |
| Listening Skills | I do not react to distractions (phone, etc). | | | |
| | I listen to half of the conversation without taking it over. | | | |
| | I can provide proper verbal and nonverbal feedback (nodding). | | | |
| | I can summarize the speaker's ideas by paraphrasing and asking questions. | | | |
| Speaking Skills | I find it easy and comfortable to talk with friends. | | | |
| | I find it easy and comfortable to talk with coworkers | | | |
| | I am confident when giving a presentation to different audiences | | | |
| | I am confident in pronouncing and using words correctly | | | |

After rating your skills, write a short response to the following questions (max 500 words)

- What are your strongest and weakest skills?
- How do you think this class will help you improve or build upon your current communication skill set?

Part 2

Your task is to write an email to your instructor to introduce yourself. Put your first and last name and the assignment title in the subject line. For example: Maria Ruiz Assignment 1

Your message should address the following:

1. Reasons for taking this class
2. Your career goals (short term/long term)
3. Familiarity with computer technology
4. A brief discussion of how you view your current communication skill levels. Were there any parts of the quiz that surprised you? What are your strongest and weakest skills?
5. Is there anything in the class/syllabus that worries you? Any topic you are excited about or have extensive experience with?

Grading Rubric

| Criteria | Not Evident | Developing | Proficient | Exemplary | Points |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Organization and format | 2 pts Writing lacks logical organization. It may show some coherence but ideas lack unity. Serious errors and generally is an unorganized format and information. | 3 pts Writing is coherent and logically organized, using a format suitable for the material presented. Some points may be contextually misplaced and/or stray from the topic. Transitions may be evident but not used throughout the essay. Organization and format used may detract from understanding the material presented. | 4 pts Writing is coherent and logically organized, using a format suitable for the material presented. Transitions between ideas and paragraphs create coherence. Overall unity of ideas is supported by the format and organization of the material presented. | 5 pts Writing shows high degree of attention to details and presentation of points. Format used enhances understanding of material presented. Unity clearly leads the reader to the writer's conclusion and the format and information could be used independently. | 5 pts |
| Content | 2 pts Some but not all required | 3 pts All required questions are | 4 pts All required questions are | 5 pts All required questions are | 5 pts |

| | | | | | |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| | <p>questions are addressed. Content and/or terminology is not properly used or referenced. Little or no original thought is present in the writing. Concepts presented are merely restated from the source, or ideas presented do not follow the logic and reasoning presented throughout the writing.</p> | <p>addressed but may not be addressed with thoughtful consideration and/or may not reflect proper use of content terminology or additional original thought. Additional concepts may not be present and/or may not be properly cited sources.</p> | <p>addressed with thoughtful consideration reflecting both proper use of content terminology and additional original thought. Some additional concepts may be presented from other properly cited sources, or originated by the author following logic and reasoning they've clearly presented throughout the writing.</p> | <p>addressed with thoughtful in-depth consideration reflecting both proper use of content terminology and additional original thought. Additional concepts are clearly presented from properly cited sources, or originated by the author following logic and reasoning they've clearly presented throughout the writing.</p> | |
| <p>Development – Critical Thinking</p> | <p>4 pts</p> <p>Shows some thinking and reasoning but most ideas are underdeveloped, unoriginal, and/or do not address the questions asked. Conclusions drawn may be unsupported, illogical or merely the author's opinion with no supporting evidence presented.</p> | <p>6 pts</p> <p>Content indicates thinking and reasoning applied with original thought on a few ideas, but may repeat information provided and/or does not address all of the questions asked. The author presents no original ideas, or ideas do not follow clear logic and reasoning. The</p> | <p>8 pts</p> <p>Content indicates original thinking, cohesive conclusions, and developed ideas with sufficient and firm evidence. Clearly addresses all of the questions or requirements asked. The evidence presented supports conclusions drawn.</p> | <p>10 pts</p> <p>Content indicates synthesis of ideas, in-depth analysis and evidence beyond the questions or requirements asked. Original thought supports the topic, and is clearly a well-constructed response to the questions asked. The evidence presented</p> | <p>10 pts</p> |

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| | | evidence presented may not support conclusions drawn. | | makes a compelling case for any conclusions drawn. | |
| Grammar, Mechanics, Style | 2 pts Writing contains many spelling, punctuation, and grammatical errors, making it difficult for the reader to follow ideas clearly. There may be sentence fragments and run-ons. The style of writing, tone, and use of rhetorical devices disrupts the content. Additional information may be presented but in an unsuitable style, detracting from its understanding. | 3 pts Some spelling, punctuation, and grammatical errors are present, interrupting the reader from following the ideas presented clearly. There may be sentence fragments and run-ons. The style of writing, tone, and use of rhetorical devices may detract from the content. Additional information may be presented, but in a style of writing that does not support understanding of the content. | 4 pts Writing is free of most spelling, punctuation, and grammatical errors, allowing the reader to follow ideas clearly. There are no sentence fragments and run-ons. The style of writing, tone, and use of rhetorical devices enhance the content. Additional information is presented in a cohesive style that supports understanding of the content. | 5 pts Writing is free of all spelling, punctuation, and grammatical errors and written in a style that enhances the reader's ability to follow ideas clearly. There are no sentence fragments and run-ons. The style of writing, tone, and use of rhetorical devices enhance the content. Additional information is presented to encourage and enhance understanding of the content. | 5 pts |
| Total: | | | | | 25 pts |

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