

## OCTC Expectations for the Expression of Ideas

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### Action and Creation: The Expression of Ideas Through Performance and Production

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<b>Performance/Production</b>	<p>Expression at this level would include sharing of ideas with a free open exploration, including brainstorming with individual expression. Students have the obligation to respond with individual perception to assignments. The performance goal would be the gathering of ideas/information.</p>	<p>Expression at this level would include hands-on testing of initial ideas or designs against a theoretic foundation for successfully and safely meeting standards. The performance goal would be a brief project or isolated test of a concept, idea, process, or component primarily to gather feedback for improvement.</p>	<p>Expression at this level would include a full-scale test, e.g., dry run or dress rehearsal, of a product or performance, usually to make final adjustments or refinements. The performance goal is to meet assigned standards.</p>	<p>Expression at this level would include real world performance or production where specific expectations are determined by the functionality of the product. The performance goal is workability, feasibility, practicality, aesthetics, audience/customer satisfaction, and ethics.</p>
	<p>Examples: Reading, quizzes, on-line/class discussion, exploration exercises, brainstorming, short answer test questions</p>	<p>Examples: Skills practice, testing, essay questions, responses to case studies, reaction responses</p>	<p>Examples: Skills/task competency demonstration, performance/presentations, essays, summaries, critiques, lab reports, analyses, interpretations</p>	<p>Examples: Creation of a functioning product, service, performance, research paper</p>

*Note: Students must demonstrate synthesis at levels 2, 3, and 4. Students should demonstrate a sense of community awareness and responsibility at all levels.*

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### Essential Methods of Expression Through Performance and Production: The Spoken and Written Word

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<b>Oral Expression</b>	<p>Expression at this level involves the sharing of ideas based on individual knowledge. Presentations are more concerned with a willingness to talk, while structure, nonverbal skills, and grammar are not evaluated rigorously.</p>	<p>Expression at this level involves a brief analytical presentation (typically 3-5 minutes) expressing an idea or outlining a position, often in response to a question. Presentations include an introduction, discussion, and conclusion and reflect basic research and preparation. Fully developed sentences and proper grammar are required.</p>	<p>Expression at this level involves a short persuasive presentation (5-10 minutes) with an introduction, discussion, and conclusion highlighting a position. Support for the arguments must be provided with attribution required and multi-source documentation embedded. This presentation includes a greater awareness of verbal and nonverbal delivery skills; proper use of visual aids is encouraged.</p>	<p>Expression at this level involves a formal presentation with an introduction, discussion, and conclusion demonstrating an in-depth analysis of the topic. Support for the analysis must be provided with attribution required and multi-source documentation embedded. Presentation includes proficient delivery skills, and the effective use of visual aids is expected.</p>
	<p>Examples: Vivid memory, group discussion, brainstorming, Q &amp; A, or impromptu speaking</p>	<p>Examples: Problem solving presentation, how-to presentation, analytical responses using Q &amp; A, group discussion, or seminars</p>	<p>Examples: Editorial presentation, research summary, position paper presentation, critique</p>	<p>Examples: job interviews, oral defense of a research topic or product, presentation to a real world audience, speech and debate competitions</p>

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<b>Written Expression</b>	<p>Expression at this level may be in the form of complete sentences, sentence fragments, lists, or tables. Written work at this level is for the expression of ideas or the communication of data.</p> <p>Examples: Reading quizzes, on-line discussion boards, exploration exercises, brainstorming, short answer test questions</p>	<p>Expression at this level is one or two paragraphs in length and expresses a complete thought or supports a position, often in response to a question. The paragraphs include an introduction, elaboration, and conclusion. Complete sentences are required, and correct grammar and spelling should be exhibited.</p> <p>Examples: Answers to essay questions on tests or assignments, responses to case studies, personal journal writing, reaction responses</p>	<p>Expression at this level is in multi-paragraphs. The first paragraph takes a clear position in the form of a thesis statement. Additional paragraphs provide support and examples for the position and a conclusion. Complete sentences are required, and grammar, mechanics, and spelling are evaluated.</p> <p>Examples: Essays, summaries, critiques, lab reports, critical journal writing, analyses, interpretations</p>	<p>Expression at this level would be tailored to the needs of the audience/customer/class/instructor. When including outside research, MLA/APA format will be followed. Complete sentences are required, and grammar, mechanics, and spelling are evaluated.</p> <p>Examples: Research papers; case studies; resumes; lists of references; professional/academic writing appropriate to the conventions of the discipline; professional correspondence (“I” and “you” permitted) including e-mails, business letters, and memos</p>
	<p><i>Note: Students writing at Levels 2, 3, and 4 would not use “I” or “you” unless otherwise instructed to do so. Students are to follow the forms in the official MLA/APA books.</i></p>			

### **The Expression of Ideas Through Numerical, Mathematical, and Graphical Representations**

<b>Symbolic Representation and Data Analysis</b>	<p>Expression at this level would use numbers with appropriate units, symbols, or graphs to summarize or represent data in more easily understood terms. Calculators and spreadsheets may be appropriate tools.</p> <p>Examples: Using graphs and charts to display quantities. Using the mean, median, and/or mode with appropriate units to describe a data set.</p>	<p>Expression at this level would represent and relate events or data sets using equations and graphs. Graphs, charts, maps, and diagrams may be used to display data and information in two or three dimensions.</p> <p>Examples: Using equations to relate events, objects, or data. Creating bar and circle graphs, histograms, stemplots, and boxplots. Graphing linear, quadratic, and exponential equations.</p>	<p>Expression at this level would use symbols and models to analyze and interpret sets of data or events, allowing one to make inferences about relationships, e.g., cause and effect, predictions.</p> <p>Examples: Using modeling to write equations for sets of data. Using statistical programs or statistical functions in calculators or spreadsheets. Using graphical analysis programs or graphing functions to analyze relationships between multiple sets of data.</p>	<p>Expression at this level would involve the selection of appropriate mathematical tools (equations, graphs, diagrams) to support or refute a particular position. Alternative interpretations should be noted and reviewed. The persuasive power of the representations, economy in their use, and characteristics of the audience are key considerations to be made.</p> <p>Examples: Presentations to real-world audiences using graphs and equations to support arguments in a research paper.</p>
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**The Synthesis of Ideas: Methods Used by the Information Literate**

<b>Research</b>	<p>Expression at this level includes understanding the limits of one’s own knowledge and recognizing when there is a need for more information. Students explore and share ideas with peers. No formal attribution of sources is required.</p>	<p>Expression at this level involves identifying different sources for information such as textbooks, Internet, library books, journals, interviews, etc. It is understood that information sources have various levels of value and that there is a need to establish credibility.</p>	<p>Expression at this level includes effectively incorporating multiple sources, establishing credibility by utilizing evaluative criteria, and reviewing information to determine its relevance for the issue or problem being addressed.</p>	<p>Expression at this level includes recognizing an information need; identifying appropriate sources; and obtaining, evaluating, and effectively applying information in a responsible manner. Formal attribution of sources is required.</p>
	<p>Examples: Brainstorming, small group discussion, discussion questions, case studies, journaling, classroom discussions</p>	<p>Examples: Topic search for multiple sources, good source/bad source</p>	<p>Examples: Annotated bibliography, distinguish scholarly vs. popular, evaluate sources using criteria</p>	<p>Examples: Research paper, presentation, project/demonstration, research portfolio, business plan</p>

NOTE: The OCTC Standards of Professional Conduct apply to all levels.