6A-10.0316 College-Level Communication and Computation Skills Effective August 1, 1992.

The communication and computation skills identified herein, pursuant to Section 229.053(2)(d), Florida Statutes, are associated with successful performance of students in college programs through the baccalaureate level.

(1) The following skills, by designated category, are defined as college-level communication skills:

(a) Reading with literal comprehension includes all of the following skills:

1. Recognizing main ideas in a given passage.

2. Identifying supporting details.

3. Determining meaning of words on the basis of context.

(b) Reading with critical comprehension includes all of the following skills:

1. Recognizing the author's purpose.

2. Identifying the author's overall organizational pattern.

3. Distinguishing between statement of fact and statement of opinion.

4. Detecting bias.

5. Recognizing author's tone.

6. Recognizing explicit and implicit relationships within sentences.

7. Recognizing explicit and implicit relationships between sentences.

8. Recognizing valid arguments.

9. Drawing logical inferences and conclusions.

(c) Listening with literal comprehension includes all of the following skills:

1. Recognizing main ideas.

2. Identifying supporting details.

3. Recognizing explicit relationships among ideas.

4. Recalling basic ideas, details, or arguments.

(d) Listening with critical comprehension includes all of the following skills:

1. Perceiving the speaker's purpose.

2. Perceiving the speaker's organization of ideas and information.

3. Discriminating between statements of fact and statements of opinion.

4. Distinguishing between emotional and logical arguments.

5. Detecting bias.

6. Recognizing the speaker's attitude.

7. Synthesizing by drawing logical inferences and conclusions.

8. Evaluating objectively.

(e) Composing units of discourse providing ideas and information suitable for purpose and audience includes all of the following skills:

1. Selecting a subject which lends itself to development.

2. Determining the purpose and the audience for writing.

3. Limiting the subject to a topic which can be developed within the requirements of time, purpose, and audience.

4. Formulating a thesis or statement of main idea which focuses the essay.

5. Developing the thesis or main idea statement by all of the following:

a. Providing adequate support which reflects the ability to distinguish between generalized and specific evidence.

b. Arranging the ideas and supporting details in a logical pattern appropriate to the purpose and the focus.

c. Writing unified prose in which all supporting material is relevant to the thesis or main idea statement.

d. Writing coherent prose and providing effective transitional devices which clearly reflect the organizational pattern and the relationships of the parts.

(f) Transmitting ideas and information in effective written language which conforms to the conventions of standard American English includes all of the following skills:

1. Demonstrating effective word choice by all of the following:

a. Using words which convey the denotative and connotative meanings required by context.

b. Avoiding inappropriate use of slang, jargon, cliches, and pretentious expressions.