Guidelines for Submission of Proposed Oral Communication Flagged Course

Overview
Oral communication is the creation and dissemination of oral messages in multiple contexts. In higher education, students and faculty design and consume oral messages with intent to strengthen understanding or mastery of discipline specific materials.

Oral communication flagged courses should be designed to accomplish the following student learning outcomes in the context of a specific discipline.

Student Learning Outcomes
Students Will:
1. Adapt messages in a variety of communication contexts.
2. Organize information effectively.
3. Advocate a supported opinion on complex topics.
4. Critique challenging messages with respect.
5. Present messages through a variety of modalities.

Submitting a Proposal

General Information:
Course Title: Modern Physics I and Physic Thesis
Course Number: PHYS 331 and PHYS 398
Course Description:
The lab course reinforces concepts from PHYS 330 through the performance of experiments.
Prerequisites/Co-requisites:
PHYS 173 and PHYS 330

Number of Credit Hours: 3
Faculty Name: Fatuzzo, Marco
(Please use Xavier username)
Prospectus:
Through your answers to the questions below, explain how your course will effectively achieve the above stated student learning outcomes. Please label your responses.

I. Oral communication competence must be a substantial part of the course work and its desired outcomes. This component must be explained in the syllabus. Describe the specific communication skills and knowledge students will have upon completion of your course. The parameters below may aid your response. Please click here to review the requirements and additional information on this section.

A. Student Learning Outcomes and/or goals for the course should include the Oral Communication Flagged course student learning outcomes (stated above).
B. Instructors of Oral Communication Flagged courses should use Oral Communication as a means of thinking, exploring, and learning and not solely as a means of assessment.
C. Address the discipline specific competencies required by your students upon graduation. This may include but is not limited to student speeches, presentations, small group or team based oral work, debates, oral examinations, and student led discussions.
D. At least 20% of a three-credit course, or the equivalent, must be devoted to teaching Oral Communication.
   a. This might include direct instruction, peer-review activities, and class discussion about Oral Communication.

I. A. Student Learning Outcomes
Adapt messages in a variety of communication contexts – students will present all three talks to a peer-reviewer. The first talk will be given to an audience of classmates who will likely not know much about the historical figure being presented. The second talk will be given to the same classmates, but they will have performed the experiment as well, and be able to critique the effectiveness of the presented material. The third talk will be given to an audience of first year students who will not know about the topic being presented, and to faculty who have an expert understanding of the topic.

Organize information effectively – students will need to synthesize information efficiently and effectively in order to present talks and posters that convey the desired information to a target audience. The Talk Storyboard will provide a tool for them to do so.

Advocate a supported opinion on complex topics – for their third talk and the poster, students will be presenting the results of an independent research project or design project that will require them to defend/refute a stance.

II. Explain how you will prepare students for oral communication assignments and what type of feedback/assessment students will receive. Please address the following parameters in your response. Please click here to review the requirements and additional information on this section.

A. Students must receive ongoing and meaningful feedback on their Oral Communication competence. Explain how you will incorporate instructor oral and written feedback, peer assessment, self-assessment or other means of feedback.

B. At least one assignment should require an evaluated practice presentation prior to the final presentation for grade.
- Students will be work through an online CANVAS module designed to introduce them to basic concepts in preparing a talk and public speaking. The module will focus on how to construct an effective talk, introduce students to different platforms available for delivering their talks (e.g., Powerpoint, Keynote, Mathematica, Prezi), and discuss effective public speaking strategies. Student will be assessed through a CANVAS online quiz built into the module.
- Students will be assigned a historical figure in modern physics, and asked to present a five-minute lecture that discusses the relevance of that person’s work to the field of physics to the rest of the class. Students will be asked to present a brief biography of the individual, provide background information regarding the field in which the individual contributed to, and explain what contribution that individual made to that field. The timeline and requirements for the assignment are as follows:
  - Students will fill in a Talk Storyboard provided by the department to explain what each component of the talk is trying to accomplish, states how long each component should last, and explain how visuals will be used to achieve the desired objective. Each slide of the presentation should have its own entry in the worksheet. Students will also specify the main points of the talk that they want the audience to come away with.
  - Students will practice the talk in front of one peer-reviewer and obtain feedback regarding the effectiveness of the talk. Space for this feedback will be provided on the Talk Storyboard.
  - Students will respond to the feedback provided by the peer-reviewer, and log what changes they made to their talk as a result of the feedback on the Talk Storyboard.
  - After the talk, all student members in the audience will be given several minutes to fill in a Talk Assessment Sheet that asks them to summarize what they learned during the talk. These responses will be compared to the main points that the speaker was trying to convey, as articulated in the Talk Storyboard.
  - The instructor will fill out a Talk Assessment Rubric that also serves as one of the assessment tools for the program SLO’s.
- Students will be assigned a lab experiment that they performed during the course, and asked to present a ten-minute talk on the experiment and their results. Students will be asked to introduce the purpose of the experiment, discuss how the experiment was conducted, present data using standard professional practices, and present the result of their work. The requirements for the assignment are as follows:
  - Students will fill in a Talk Storyboard, as discussed above.
  - Students will practice the talk in front of one peer-reviewer and obtain feedback regarding the effectiveness of the talk. This talk will be recorded, and the student will reflect on the effectiveness of the talk after viewing the recording. Space for this feedback and reflection will be provided on the Talk Storyboard.
  - Students will respond to the feedback provided by the peer-reviewer and the self-reflection, and log what changes they made to their talk as a result of the feedback on the Talk Storyboard.
  - After the talk, all student members in the audience will be given several minutes to fill in a Talk Assessment Sheet that asks them to summarize what they learned during the talk. These responses will be compared to the main points that the speaker was trying to convey, as articulated in the Talk Storyboard.
● Students will prepare and present a 10 – 15 minute talk on their senior research or senior design project, mirroring the timeline and requirements used for the lab experiment talk. The talk will be given to first year students, seniors, and physics faculty.
● Students will prepare and present a poster at the Celebration of Student Research and Creative Activity.

III. 
Oral Communication assessments must be a substantial part of the student’s course grade—ideally, at least 25%.

A. Provide a general explanation of how a student’s grade will reflect oral communication competence.

B. Include any instructional tools (ie. rubrics, assignments) you currently use in your course to help equip students with oral communication skills. You can attach these items at the bottom of this form, in section IV.

III. A. Grade Component

In all courses, the assignments related to the Oral Communication Flag will account for at least 25% of the final grade.

III. B. Instructional Tool

The department will use the Talk Assessment Rubric developed for the assessment of the program SLO’s to also assess the effectiveness of the talk and provide students with feedback. A copy is attached at the end of this document. The Talk Assessment Sheet and Talk Storyboard will be developed in the coming year.

IV. A syllabus is required. The syllabus should include the following components:

● A clear indication of the course’s status as an Oral Communication Flagged course.
● Discipline specific learning outcomes related to Oral Communication competence.
● The major assignments related to oral communication.
● An explanation of student performance assessment and the course grading system.
● This syllabus can be added at a later date. It must be submitted before the course begins.
If you would like more information about teaching oral communication in the disciplines please visit our electronic resource site at http://libguides.xavier.edu/oralcomm_flag.